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ABSTRACT

A project was conducted in Texas to update office education curriculum based on previously developed workplace outcomes and integration of competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). One course, Business Computer Applications I, was chosen as the model for the project. During the project, activities and assessment materials were developed for the course. The following activities were conducted: training a selected core group teachers in student-centered teaching methodologies, revising and redirecting activities and assessments materials to reflect the student-centered teaching activities, developing an inservice model for teachers on new methodology, and validating the business performance standards and SCANS specifications developed in an earlier project. The project also prepared, printed, and disseminated 3,000 copies of 2 issues of an office education newsletter. Office education teachers were involved in both assessing and evaluating the completed products. (The report includes a copy of the validated SCANS competencies, as rated by educators and business and industry representatives, and copies of the two newsletters produced during the project.) (KC)

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Final Report

Secondary Office Education
Curriculum and Instructional Materials Development

Janet C. Patton

Sponsored Cooperatively by
Texas Education Agency

and

The University of Texas at Austin
Educational Resources
Extension Instruction and Materials Center
Division of Continuing Education

July 1, 1994

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FINAL REPORT

Curriculum and Instructional Materials Development Office Education 1993-1994

Goals and Objectives

The objectives of this project were to update curriculum based on the 1992-93 project which focused on workplace outcomes and integration of SCANS competencies as follows:

- Develop activities and assessment materials for one curriculum course of business computer applications. (Note that this objective was changed by Bob Gordon, State Director of Office Education from Business Information Processing.)
 - Train selected core group of teachers in student-centered teaching methodologies.
 - Revise and redirect activities and assessments materials to reflect the student-centered teaching activities.
 - Develop an inservice model for teachers on new methodology.
 - Utilize the business performance standards and SCANS specifications developed during the 1992-93 term. Have teachers at the professional improvement conference rate them according to whether they should be considered as introductory, intermediate, or advanced skills.
 - Validate the business performance standards and SCANS specifications model with business and industry.
- Prepare, print, and disseminate 3,000 each of two issues of the office education newsletters.
 - Prepare two issues of the *Office Edge Newsletter*—fall and spring issues.
 - Gather and write articles on innovative and successful ideas for implementation of integration of academics, SCANS, and Tech-Prep.
 - Provide articles on the latest developments in technology and teaching methodology.
- Survey of other states to determine how they handle funded and non-funded business education programs. (This objective was dropped by the State Director of Office Education)

Description of the General Project Design and the Procedures Followed:

The procedures used varied by the products being developed, but they were based on significant participation by appropriate persons. The curriculum specialist/project coordinator worked with a core group of five teachers and teacher educators who were trained in student-centered teaching methodologies. They worked both individually and as a team to revise and redirect the current activities in the business computer application curriculum guide to reflect the student-centered teaching methodologies. The activities developed will be used as models for further development of other course curriculum areas. The advisory committee members took an active role in the development of the activities. They received modified training in student-centered material development.

At the professional improvement conference, competencies developed by selected educators and business/industry for the SCANS competencies and for general software application skills were evaluated as to whether they were introductory, intermediate, or advanced skills. They were then presented to a random sampling of the office personnel from business and industry to validate and make suggested changes in the competencies.

The articles for both issues of the *Office Edge* were solicited and received from PAC members, business/industry, teacher educators, and representatives of the Texas Education Agency.

Outcomes

1. Business Computer Applications I was selected to be the career cluster model of office education workplace outcomes for the development student-directed activities. This was done to accommodate the numerous areas of the state which are utilizing this course as the basis of their tech-prep involvement. It was felt that the student-directed activities developed would enhance the learning of the elements for this curricula area.

An initial meeting was held with selected business and office education teachers and teacher educators to introduce and train them in the student-directed learning concepts. They were selected because of their unique abilities and willingness to make changes in their traditional teaching methodologies in addition to their varied background and writing abilities. Lisa Neese from Pampa ISD served as trainer for the group. She received training from the Success in Learning Center in Dallas. Lisa had conducted training sessions in her district and presented sessions at the 1992 Professional Improvement Conference.

The group met three more times to refine their writing skills in using the student-directed techniques and in making presentations to the project advisory committee. They worked under the direction of the curriculum specialist/project advisory committee and Lisa Neese, student-directed activities trainer. The curriculum specialist and two members of the group attended the Success in Learning, Train the Trainers Institute. Representatives of the group will be presenting the student-directed activities concepts at the Professional Improvement Conference.

The materials developed will be field-reviewed by those who are interested in improving their student-teacher relationships and who are willing to use nontraditional activities to make changes in their classroom. The results of the field reviews will be accumulated and presented to representatives of the business education staff at the Texas Education Agency.

It was determined after the 1992 Professional Improvement Conference to include the tally of the responses of the survey of software applications and SCANS skills areas with the 1993-94 contract report because the tremendous job of tallying the 800 plus responses. The competencies were set up in a format to determine the levels of competencies would be needed if students were entry-level employees. They were rated according to whether the competency would be an introductory, intermediate, or advanced skill. The competency surveys were sent to a random sampling of 500 office workers representing a cross section of the state from small town to large city. Approximately 300 responses were received and tallied. The suggested modifications of the competencies and the tallies of both groups are included in this report.

The following areas were covered:

database	spreadsheet	word processing
telecommunications	desktop publishing	listening and speaking
reading/writing	mathematics	organization
ethics/social responsibility		

2. Two issues of the *Office Edge* newsletter were prepared, printed and disseminated to 3,000 business and office educators. They contained innovative and successful ideas on excellence and equity that can be incorporated into the classrooms as well as the latest developments in technology, software and teaching methods.

Field Testing

Members of the Project Advisory Committee received samples of the contents of the student-directed learning style activities and had an opportunity for input into the project prior to field review. Eighty-five copies of the student-directed learning activities developed along with materials to assist them with the learning styles are in the process of being distributed to interested field reviewers. The evaluation may be completed either on disk or on evaluation forms included in the materials. The evaluations will be compiled during the year and presented to representatives of business education at the Texas Education Agency.

Evaluation Procedures and Findings

Evaluation procedures included the use of office education teachers in both assessing and evaluating the completed products. Formats of the activities used were new. A representative of

business education from the Texas Education Agency will give final approval to the student-directed teaching activities after the field reviews have been completed and prior to publication.

Summary of Findings, Conclusions, and Recommendations

The scope of the project was redefined during the initial part of the contract. Changes made were to accommodate the changing needs of this curriculum area. It was felt that the student-directed activities should receive major emphasis. Business Computer Applications was selected over Business Information Processing course because of the increased use of Business Computer Applications in Tech-Prep programs throughout the state.

The competencies developed were validated with both educators and business/industry and can be incorporated in the retooling of the *Business Computer Applications I* curriculum guide once the new elements are developed. It would be helpful to have a revised set of the competencies be re-evaluated.

The *Office Edge* newsletter continued to be a valuable resource for office education teachers to use as communication link between the TEA, curriculum, and technical support. A new name for the publication was being sought; however, since it is no longer included in a grant, discussions of what to name the publication have been dropped.

The transition from one curriculum development lab to the other, EIMC, progressed to the point of all of the camera ready copies currently being in the possession of EIMC. However, the point is mute because EDTC is now closed and EIMC has been cut to a skeletal crew because there were no grants let on a timely basis for their continuance. In addition, a lot of the materials may no longer be timely because the essential elements will be rewritten during the 1994-96 time period. This leaves teachers of business education who are teaching currently funded courses at a loss for available materials.

The following have been submitted during the year or with this report:

Three copies of the quarterly progress reports were submitted in a timely manner for all quarters in the 1993-94 contract period.

Five copies of the final report.

Three copies of the student-directed activities developed for field review.

Three copies of the competencies with tallied results and suggested modifications.

Three copies of each of the fall and spring editions of the *Office Edge* newsletter.

DOS Competencies

Educators 72

Bus/Industry 56

Starting DOS

1. Know the definition of operating systems
2. Know the various types of operating systems
3. Know and describe the major operating systems that are being used today
4. Boot the computer
5. Establish the date and time
6. Establish the default disk drive
7. Distinguish between internal and external commands
8. Change the DOS prompt

Introductory	Intermediate	Advanced
62/54	7/2	3/0
49/50	22/6	1/0
40/45	25/11	7/0
65/56	3/0	4/0
64/55	6/1	2/0
56/50	12/6	4/0
42/38	27/12	3/6
52/53	16/3	4/0

File Management

9. Use file specifications for files stored on disks
10. Copy files from one disk to another disk and to the same disk
11. Rename files
12. Display a file's contents and print a screen image
13. Remove files
14. Use wildcard characters with DOS commands
15. Copy all files from one disk to another

35/40	35/16	2/0
39/50	28/6	5/0
36/45	32/5	4/6
44/49	26/6	2/1
37/45	31/11	4/0
24/35	31/15	17/6
37/42	29/13	6/1

Directories

16. Use disk directory command
17. Create subdirectories
18. Change the current directory
19. Specify a path
20. List a disk directory using /p and /w
21. Remove directories and subdirectories

36/47	29/7	7/2
17/30	40/15	15/11
31/35	27/14	14/7
21/28	31/20	20/8
30/30	24/20	18/6
15/25	30/25	27/6

DOS Commands

22. Check the status of a disk
23. Recognize common DOS error messages
24. Print screen
25. See contents of file with TYPE
26. Use XCOPY command to copy to different sized disks
27. Create batch files using COPY CON
28. FORMAT disks (high and low density)
29. Clear the screen

35/40	30/12	7/4
32/37	30/10	10/9
55/40	14/15	3/1
28/25	32/25	12/6
17/10	36/45	19/1
11/12	21/30	40/14
51/53	16/3	5/0
62/50	6/4	4/2

Employment Skill Competencies

Educators 69

Bus/Industry 60

Critical Abilities and Traits

1. Decision-making skills
2. Organizing skills
3. Planning skills
4. Being able to act ethically
5. Being able to analyze critically
6. Managing projects

Introductory	Intermediate	Advanced
26/20	21/37	22/3
30/25	24/20	15/15
25/19	28/29	16/12
30/40	23/15	16/5
8/5	26/20	29/35
4/5	20/15	43/40

Critical General Skills

7. Speaking
8. Writing
9. Computer
10. Social
11. Research
12. Quantitative
13. Foreign language

31/40	23/18	15/2
32/42	23/16	14/2
28/35	27/20	14/5
34/30	24/22	11/8
13/7	22/27	34/33
10/6	23/22	36/32
15/17	14/17	40/26

Social Skills

14. Good attendance
15. Punctuality
16. Dependability
17. Honesty/Integrity
18. Loyalty
19. Initiative
20. Responsibility
21. Positive attitude
22. Self-direction
23. Motivation to give all to the job
24. Positive image
25. Company rule and policy conformity
26. Constructive criticism acceptance
27. Office housekeeping
28. Discipline in good work habits
29. Company safety policies and rules
30. Professional behavior
31. Customer satisfaction skills
32. Time management
33. Ability to stay on task
34. Dress and behave well
35. Desire to learn and to continue learning
36. Ability to read and understand instruction

51/55	2/5	16/0
51/58	2/2	16/0
49/55	5/3	15/2
46/50	8/10	15/0
44/45	10/10	15/5
35/45	18/9	16/6
39/42	17/10	13/8
45/45	9/12	15/3
29/35	26/15	14/10
30/32	19/17	20/11
26/37	16/18	16/3
23/29	22/7	18/16
29/35	22/20	18/15
42/48	16/12	11/0
39/42	19/16	11/2
37/40	21/16	11/4
31/30	17/23	21/7
30/30	24/23	15/7
23/25	28/30	18/15
35/30	21/20	13/10
46/52	11/8	12/0
32/32	20/18	17/10
40/48	17/12	12/0

Areas of Knowledge

- 37. Good communication skills
- 38. Good telephone skills
- 39. Ethics
- 40. Arithmetic functions
- 41. Understands, monitors, corrects, and improves the design systems
- 42. Good technology skills
- 43. Acquires, evaluates, organizes, interprets, and communicates information
- 44. Good computer skills to process information

Introductory	Intermediate	Advanced
25/27	27/28	17/5
31/41	25/17	13/2
31/47	20/11	18/2
42/39	19/13	8/8
11/6	23/20	35/34
14/27	31/21	24/12
10/7	19/22	40/31
13/15	38/30	18/15

Management and Leadership

- 45. Use parliamentary procedures
- 46. Describe leadership styles
- 47. Exhibit teamwork skills
- 48. Use interpersonal relationship skills

20/5	35/15	14/40
21/12	30/30	18/28
22/21	31/27	16/12
20/18	32/30	17/12

Economics of Work

- 49. Evaluate products and services
- 50. Define legal rights of agreements
- 51. Compare economic systems
- 52. Describe entrepreneurial concepts

14/7	22/20	33/23
11/10	12/20	46/30
12/10	15/22	42/28
10/9	21/27	38/24

Career Planning

- 53. Prepare for a job search
- 54. Create a resume
- 55. Compose a letter of application
- 56. Identify potential employers
- 57. Complete an application for employment
- 58. Interview for jobs
- 59. Handle job offers
- 60. Assess personal strengths
- 61. Define legal rights of an employee

28/27	28/28	13/10
26/30	25/25	18/5
28/23	24/18	17/19
23/27	30/33	16/10
30/35	27/18	12/7
21/22	25/24	23/14
19/12	38/22	22/26
26/17	25/23	18/20
14/12	27/27	28/21

Employability or Soft Skills

- 62. Ability to listen
- 63. Ability to make informed decisions
- 64. Ability to work well with others
- 65. Ability to exercise leadership
- 66. Ability to negotiate agreements

40/50	15/10	14/0
19/17	32/22	18/21
34/32	19/21	16/8
15/7	36/23	18/30
11/6	18/20	40/34

Employability or Soft Skills (Continued)

- 67. Ability to embrace diversity
- 68. Ability to provide constructive feedback
- 69. Ability to teach new skills to others

Introductory	Intermediate	Advanced
7/5	30/40	32/25
4/5	32/25	33/35
4/7	26/23	39/30

Interpersonal Skill Competencies

Educators 72

Bus/Industry 61

Personal Qualities

1. Sense of responsibility
2. Good self-concept
3. Understanding of personality types
4. Exhibit integrity
5. Portray honesty
6. Display an ability to interact with others
7. Maintain a sense of humor
8. Practice professionalism
9. Exhibit ethical business procedures
10. Confronts ethical dilemmas
11. Extend patience
12. Ability to accept and give constructive criticism
13. Ability to control your anger in stressful situations
14. Be a self-starter
15. Be self-motivated
16. Be on time for activities and appointments

Introductory	Intermediate	Advanced
56/45	8/8	8/8
49/38	16/22	7/1
30/20	31/31	11/10
48/50	17/7	7/4
53/52	11/5	8/4
45/48	20/11	7/2
50/42	17/14	5/5
30/17	26/39	16/5
34/15	24/31	14/15
22/12	31/38	19/11
39/21	27/31	6/9
30/15	28/26	14/20
38/21	24/30	10/10
40/32	25/17	7/12
39/28	23/23	10/10
56/52	6/4	10/5

Teamwork

17. Demonstrate positive work attitudes
18. Evidence initiative
19. Master cooperation
20. Extend politeness
21. Show tolerance of other's work place
22. Possess loyalty
23. Exhibit flexibility
24. Have the ability to flow from leader to follower position
25. Be willing to adjust your goals for goals of team
26. Help other team members accomplish their tasks
27. Support goals of team
28. Direct wise selection of team members
29. Allow for personality differences
30. Allow for differences of opinion
31. See things from another's point of view
32. Take responsibility and be accountable for one's own judgments, decisions, and actions

49/47	13/7	10/6
40/38	24/14	8/9
26/20	30/35	16/6
53/47	13/10	6/4
50/42	14/13	8/6
47/28	16/23	9/10
36/32	27/25	9/4
21/10	24/38	22/13
23/14	36/34	13/13
36/22	24/32	12/7
39/31	24/25	9/5
18/7	34/32	20/22
27/17	30/40	15/4
32/27	29/18	11/16
30/32	28/29	14/9
38/28	18/19	16/14

Training Others

33. Allow for age and cultural differences
34. Value ideas and input from those being trained
35. Possess the ability to train on level of trainee
36. Describe information to be transferred in simple terms
37. Use varied communication skills

Introductory	Intermediate	Advanced
22/17	32/28	18/16
21/14	34/23	17/24
16/7	26/31	30/23
20/6	34/28	18/27
13/9	36/17	23/35

Leadership

38. Be willing to lead as well as follow as need arises
39. Work effectively under different kinds of supervision
40. Work effectively under multiple supervisors
41. Integrate the different leadership styles as the situation warrants

17/10	40/32	15/19
18/13	40/24	14/24
14/5	27/21	31/35
8/7	30/33	34/21

Negotiation Skills

42. Listen effectively
43. Analyze situation
44. Overcome personal biases
45. Participate in goal setting
46. Demonstrate problem-solving ability
47. Execute poise in conflict
48. Originate options

45/31	15/16	12/14
12/5	41/31	19/24
22/17	32/32	18/12
27/14	34/29	11/18
20/19	38/28	14/14
20/13	31/27	21/21
16/7	36/31	20/23

Listening and Speaking Skill Competencies

Educators 63

Bus/Industry 70

General Speaking Skills

1. The ability to conduct an oral presentation
2. The ability to provide an oral briefing to upper management
3. The ability to plan presentations to upper management
4. The ability to give an oral overview of financial projections to upper management.
5. The ability to give a sales presentation to prospective clients
6. The ability to give a presentation to subordinates
7. The ability to give a training presentation
8. The ability to address the public and the community

Introductory	Intermediate	Advanced
23/15	28/36	12/19
8/0	24/30	31/40
10/0	16/28	37/42
7/3	18/30	43/37
9/2	26/32	28/36
13/7	32/37	18/26
8/5	19/23	36/42
9/4	20/25	34/4

Critical Abilities and Traits

9. Decision-making skills
10. Organizing skills
11. Planning skills
12. Being able to act ethically
13. Being able to analyze critically
14. Managing projects

17/13	36/39	10/18
24/30	35/25	4/15
22/28	37/39	4/3
35/30	19/30	9/10
9/4	27/24	27/42
4/0	32/17	27/53

Applied Communication (Listening and Speaking)

15. Develop conversation skills
16. Adjust message to the purposes and audience
17. Use standard English in oral business communication (standard pronunciation, diction, vocabulary, grammar)
18. Take messages
19. Exhibit listening skills
20. Follow verbal instructions

37/27	20/37	4/6
13/1	35/28	15/41
39/42	19/23	5/5
49/50	9/12	5/8
49/39	9/16	7/5
47/49	9/16	7/5

Telephone Skills

21. Answering the telephone
22. Using telephone resources
23. Placing calls
24. Displaying telephone etiquette
25. Transferring calls
26. Leaving the line temporarily
27. Handling appointments

48/51	7/16	8/3
36/21	21/35	6/14
47/49	8/18	9/8
46/52	8/10	9/8
39/31	17/27	7/12
40/35	16/24	7/11
34/29	18/33	11/8

Listening

29. Differentiate between listening and hearing
30. Know how to listen
31. Improve listening in all situations
32. Recognize listening attitudes
33. Know advantages to being a good listener
34. Understand the message intended by the speaker
35. Understand importance of good listening as an essential managerial skill
36. After listening to a business presentation recall and relay information from that oral presentation

36/30	23/32	4/8
41/45	18/18	4/7
29/31	28/32	6/7
17/7	35/42	11/21
37/32	20/31	6/7
28/25	27/29	8/16
19/10	29/39	15/21
18/17	28/37	15/21

Improving Listening

37. Listening with a positive attitude
38. Paying attention and acting interested
39. Learning something about the speaker or topic in advance
40. Taking meaningful notes
41. Resisting distractions
42. Keeping an open mind
43. Asking questions to clarify understanding
44. Summarizing what the speaker says
45. Analyzing the nonverbal message
46. Focusing on content, not style

41/48	18/14	4/18
47/50	11/12	5/8
23/17	33/39	7/14
22/20	39/39	2/11
31/32	28/35	4/3
31/27	24/32	8/11
30/26	27/36	6/8
23/18	24/38	16/14
13/7	21/30	29/33
16/10	33/29	14/37

Planning for Effective Speaking

47. Consider purpose, main idea and audience
48. Organize thoughts logically
49. Select suitable speaking style
50. Edit remarks
51. Watch other person's reactions and revise messages

22/20	27/33	14/17
18/23	35/36	10/11
15/5	31/33	17/32
16/6	36/32	11/32
12/7	30/38	21/25

Miscellaneous

52. Understand importance of non-verbal communication
53. Know how to read other person's body language

Introductory	Intermediate	Advanced
22/25	31/36	10/9
14/10	33/31	16/29

Mathematics Competencies

Educators 69 Bus/Industry 73

Computational Skills

1. Comparing whole numbers and decimals
2. Rounding whole numbers
3. Adding whole numbers
4. Subtracting whole numbers
5. Multiplying whole numbers
6. Dividing whole numbers
7. Adding decimals
8. Subtracting decimals
9. Multiplying decimals
10. Dividing decimals
11. Changing mixed numbers to improper fractions
12. Changing improper fractions to mixed numbers
13. Changing fractions to decimals
14. Changing decimals to fractions
15. Adding like fractions
16. Adding unlike fractions
17. Adding mixed numbers
18. Subtracting like fractions
19. Subtracting unlike fractions
20. Subtracting mixed numbers
21. Multiplying fractions
22. Dividing fractions
23. Dividing mixed numerals
24. Writing ratios and percents
25. Writing ratios as fractions
26. Checking and solving proportions
27. Solving rates as proportions
28. Writing fractions and decimals
29. Writing decimals as percents
30. Writing fractions/mixed numbers as percents
31. Writing percents as fractions
32. Finding decimal percents
33. Finding fractional percents

Introductory	Intermediate	Advanced
45/50	16/19	8/4
50/53	10/17	9/3
53/60	6/10	10/3
54/62	5/7	10/4
51/63	8/8	10/2
51/61	8/6	10/5
45/62	17/4	7/7
44/64	18/3	7/6
40/45	22/20	7/8
38/42	25/28	6/3
30/35	32/35	7/3
30/37	32/30	7/6
28/29	35/36	6/8
28/28	34/38	7/7
37/32	25/40	7/1
30/34	31/37	8/2
34/36	26/31	9/6
35/31	27/32	7/11
32/36	29/30	8/7
33/33	29/36	7/4
34/30	27/33	8/10
32/31	29/30	8/12
30/27	30/36	9/10
24/20	27/35	18/18
24/19	26/33	19/19
19/21	27/31	23/21
22/22	24/34	23/17
31/32	26/33	12/8
32/35	25/28	12/10
30/31	25/30	14/12
28/30	36/25	9/14
31/28	23/37	15/8
27/26	27/34	15/13

Math Concepts

34. Substituting in a formula
35. Understanding place values of digits
36. Using expanded notation
37. Reading number lines
38. Rounding
39. Estimating
40. Using multiples and factors

14/7	43/48	12/18
35/41	27/29	7/3
12/9	39/40	18/24
35/32	27/28	7/13
37/40	24/27	8/6
29/32	31/36	9/5
19/15	31/37	19/21

Math Concepts (continued)

41. Working with even, odd, and prime numbers
42. Choosing the greatest common factor
44. Simplifying fractions
45. Solving equations and inequalities
46. Finding the missing operations
47. Finding missing numbers in equations
48. Finding missing numbers in inequalities
49. Finding missing numbers in number sentences

Introductory	Intermediate	Advanced
36/34	24/29	9/10
31/29	30/35	8/9
33/30	28/38	8/5
16/9	33/40	20/24
16/11	33/39	20/23
16/13	30/39	23/21
14/8	31/37	24/28
19/14	26/32	24/37

Math Applications

50. Multiplying or dividing to solve problems
51. Adding or subtracting to solve formulas
52. Reading tables and charts
53. Using tables and charts
54. Counting money
55. Rounding time to nearest quarter hour
56. Finding elapsed time
57. Determining leap years
58. Finding elapsed time in leap year
59. Changing fractional parts of a year
60. Using chronological expressions
61. Finding the complement of a number
62. Reading bar graphs
63. Reading line graphs
64. Reading pictographs
65. Reading circle graphs
66. Constructing graphs
67. Finding mean, median, mode
68. Finding metric length
69. Finding metric mass and volume
70. Finding perimeter
71. Finding circumference
72. Finding area of a rectangle or square
73. Finding area of a triangle or circle
74. Finding volume of a rectangular solid

36/38	21/18	12/17
38/41	19/23	12/9
27/29	34/34	8/10
24/23	37/42	8/8
47/54	9/10	13/9
37/40	18/20	14/13
28/31	28/38	13/4
30/32	28/33	11/8
27/28	31/29	11/4
23/19	36/39	10/15
23/28	32/30	14/15
17/21	36/38	16/14
27/29	32/33	10/11
26/29	33/31	10/13
27/26	29/37	13/10
28/27	27/35	14/11
17/15	34/40	18/18
21/23	28/33	20/17
14/12	34/40	21/21
12/19	33/40	24/14
15/12	33/42	21/19
13/9	34/38	22/26
17/13	31/40	21/20
15/11	32/37	22/25
14/10	32/38	23/25

Word Problems

75. Working addition problems
76. Working subtraction problems
77. Working multiplication problems
78. Working division problems
79. Deciding needed operations
80. Deciding needed information

43/48	14/16	12/9
43/47	14/13	12/13
40/43	16/23	13/7
40/44	16/18	13/11
22/25	27/32	20/16
22/26	27/30	20/17

Word Problems (continued)

81. Using ratios, decimals, percents
82. Finding the part using proportions
83. Finding a percent using proportions
84. Finding a whole using proportions
85. Finding the part using sentences
86. Finding a percent using sentences
87. Finding a whole using sentences
88. Calculating percent of change
89. Calculating discounts
90. Finding simple interest
91. Calculating net worth
92. Using aliquot parts
93. Calculating basic money problems
94. Finding group prices
95. Calculating menus and price lists
96. Finding averages
97. Using decimals and fractions
98. Using standard units
99. Finding distance-rate-time
100. Solving for the unknown

Introductory	Intermediate	Advanced
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16/19	32/38	21/16
13/14	31/39	25/20
14/10	32/38	23/27
13/9	33/40	23/24
12/8	38/38	19/27
12/13	39/44	18/16
13/11	40/50	16/12
10/12	38/42	21/19
14/20	39/43	16/10
16/18	40/41	13/14
10/7	32/38	27/28
10/7	27/30	32/36
27/33	27/21	15/19
20/23	36/33	13/17
26/31	29/24	14/18
29/26	29/40	11/7
26/29	35/32	8/12
26/23	34/38	9/12
17/13	35/39	17/21
15/12	28/27	26/34

Geometry And Algebra

101. Reading a ruler
102. Finding units of length
103. Finding units of volume and weight
104. Understanding geometry terms
105. Finding angles
106. Finding perimeter of a polygon
107. Finding area and volume
108. Reading graphs
109. Finding fractional part of a set
110. Simplifying expressions

50/52	9/12	10/9
44/47	17/23	8/3
28/35	36/28	5/10
23/27	34/31	12/15
19/21	37/41	13/11
18/18	34/39	17/16
16/11	38/42	15/20
25/21	32/38	12/14
19/17	34/39	16/17
17/13	36/41	16/19

Life Skills

111. Completing signature card
112. Writing checks
113. Completing check stubs
114. Preparing deposit slip
115. Comparing and contrasting endorsements
116. Reconciling bank statement
117. Identifying outstanding checks
118. Identifying unrecorded deposits
119. Analyzing unrecorded transactions

43/45	14/13	12/15
36/42	20/25	13/8
31/28	25/27	13/18
33/35	23/25	12/19
30/31	27/23	12/19
21/23	31/28	17/22
27/40	29/22	13/11
28/29	28/32	13/12
21/15	31/35	17/23

Life Skills (continued)

120. Checking for errors
121. Understanding electronic funds transfer
122. Finding list price
123. Finding chain discounts
124. Calculating cash discounts
125. Understanding credit terms
126. Calculating freight terms
127. Calculating markup amount
128. Calculating selling price
129. Calculating markdowns
130. Calculating gross pay
131. Calculating overtime
132. Computing payroll deductions
133. Calculating time cards
134. Calculating commissions
135. Calculating payroll register
136. Identifying promissory note
137. Calculating bank discount
138. Calculating interest rate
139. Calculating rate for treasury bill
140. Discounting interest-bearing note
141. Calculating compound interest

Introductory	Intermediate	Advanced
25/19	29/36	15/18
21/23	37/41	11/9
28/26	34/36	7/11
17/13	39/43	13/17
20/26	31/37	18/20
16/13	32/36	21/24
15/14	34/40	20/19
14/17	37/33	18/23
16/18	36/40	17/25
15/17	36/38	18/18
25/30	26/29	18/14
25/27	24/30	20/16
19/21	32/29	18/23
21/18	31/34	17/21
17/14	29/32	23/27
12/9	33/32	25/31
21/16	29/34	19/23
13/9	31/34	25/30
11/13	30/40	28/20
9/5	27/37	33/31
8/5	24/30	37/38
9/7	26/35	34/31

Problem Solving

142. Using deductions or inferences
143. Extending, generalizing, and applying logic
144. Working backwards for problems asking "how" or "why"
145. Using logic to observe patterns and relations
146. Identifying individual operations
147. Choosing the correct sequence for operations
148. Guessing and testing possible answers
149. Using resources necessary for solutions
150. Acquiring data through experimentation
151. Organizing data to obtain solution
152. Finding patterns for proof
153. Drawing diagrams for visualization
154. Creating models
155. Reading for information
156. Deciding on a solution procedure
157. Using more than one computational process
158. Applying various mathematical strategies
159. Using decision-making skills
160. Solving real-life simulations
161. Calculating spreadsheet applications

7/5	31/40	31/28
6/2	24/22	39/49
7/3	16/15	46/55
8/5	21/31	40/37
12/7	30/34	27/32
17/12	29/22	23/39
12/9	28/31	29/33
9/5	27/38	33/30
9/7	19/17	41/49
14/12	21/22	34/39
10/7	19/18	40/48
12/5	21/26	36/42
11/5	18/20	40/48
26/22	24/32	19/9
13/10	25/31	31/32
9/7	26/38	34/28
11/9	23/23	35/41
12/10	27/38	30/25
13/16	24/30	32/27
14/13	21/29	34/31

Organizational Skill Competencies

Educators 32

Bus/Industry 40

Develop Good Work Organization Habits

1. Describe common activities performed in business offices
2. Identify the technology common to many offices
3. Describe ergonomic concerns in the office
4. Explain the importance of productivity
5. Identify effective time management techniques
6. Identify common types of organizations
7. Explain goals for different types of organizations
8. Explain how businesses are structured
9. Describe the unique role of office workers
10. Know reasons why office should workers be knowledgeable about the companies in which they work
11. Compare a single proprietorship to a partnership.
12. Know what information an office worker would find in an organization chart
13. Give an example of how office workers facilitate the work of others in an organization.
14. Listening skills
15. Clutter
16. Efficiency versus effectiveness follow-up
17. Office arrangement
18. Reducing errors
19. Enhancing quality
20. Improve productivity
21. Increase employee involvement
22. Encourage creative thinking
23. Phone calls
24. Ineffective communications
25. Disorganization
26. Orderly approach to work
27. Using a calendar as a work management tool
28. Keep up regular duties
29. Keep an itemized listing of incoming mail
30. Keep a log of telephone calls
31. Describe how a company's records management system can improve total office efficiency

Introductory	Intermediate	Advanced
3.25	6.10	2/5
24/20	6/18	1/2
12/5	14/15	5/20
14/10	15/25	2/5
	14/20	1/10
22/14	8/18	1/7
16/12	14/24	1/4
17/14	12/18	2/7
22/25	6/12	3/3
23/24	7/14	1/2
15/16	13/22	3/2
16/17	13/15	2/8
13/10	15/25	3/5
27/32	2/4	2/4
26/30	5/6	0/4
6/10	19/22	6/8
11/13	17/23	3/4
19/23	8/12	4/5
11/9	18/25	2/6
9/7	18/23	4/10
7/4	19/28	5/8
10/7	14/22	7/11
23/19	7/21	1/0
17/12	12/18	2/10
23/25	7/12	1/3
20/25	11/13	0/2
14/10	15/19	2/11
18/14	11/16	2/10
17/12	9/20	5/8
19/22	9/15	3/3
2/0	22/27	7/13

Develop An Understanding Of The Factors That Influence The Working Environment

32. Setting long term goals
33. Motivation definition unfinished business
34. Understand the company's organizational chart
35. Describe how a company's records management system can improve total office efficiency

Introductory	Intermediate	Advanced
9/4	14/26	8/10
3/0	20/24	8/16
6/2	21/27	4/11
2/0	15/26	14/14

Develop Good Time Management Skills

36. Time management
37. Time scheduling
38. Activities scheduling
39. Set deadlines for yourself; discipline yourself with work to be done
40. Procrastination habits
41. Daily work organization
42. Daily/Weekly/Monthly Organizer (Things to do)
43. Action planner
44. Planning activities
45. Time log sheet
46. Creating a timeline
47. Using a timeline
48. Wasted time
49. Controlling your time
50. Deadlines setting
51. Delegation of duties
52. Desk calendar
53. Common time wasters
54. Using a calendar as a work management tool
55. Time inventory identify proper procedures for maintaining calendars
56. Appointment scheduling
57. Coordinating desk calendars
58. Coordinating electronic calendars
59. Identify proper procedure for maintaining a tickler file
60. Keep up regular duties
61. Use time wisely

15/21	11/14	5/5
13/7	15/26	3/7
11/7	14/23	6/10
16/14	11/18	4/8
19/15	9/18	3/7
15/18	16/20	0/2
13/9	14/19	4/12
7/4	19/23	5/13
13/10	14/26	4/4
9/5	18/29	4/6
7/3	14/30	10/7
4/0	17/27	10/13
10/7	10/19	3/13
14/15	11/19	6/6
9/6	28/32	4/2
4/2	11/17	16/21
13/10	15/19	3/11
17/14	13/22	1/4
2/0	25/29	4/11
4/1	13/27	14/12
10/4	14/22	7/14
4/0	16/27	11/3
3/0	10/17	18/23
5/0	13/21	13/19
18/15	12/22	1/3
18/12	12/17	1/1

Learn How To Set Priorities

62. Meaning of prioritize
63. Notetaking skills
64. Organizing papers
65. Making choices

21/20	6/12	4/7
16/13	14/19	1/8
18/15	12/17	1/8
13/7	13/23	5/10

Learn How to Set Priorities (continued)

66. Delegating duties
67. Procrastination habits
68. Daily/Weekly/Monthly Organizer (Things to do)
69. Action planner
70. Log sheet
71. Creating a timeline
72. Using a timeline
73. Know the difference between important and urgent
74. Crisis
75. Setting deadlines
76. Delegation of duties
77. Using a calendar as a work management tool
78. Phone call scheduling
79. Phone call prioritizing
80. Phone calls log
81. Group and complete similar task together
82. Be alert to combining task
83. Identify proper procedures for maintaining calendars
84. Appointment scheduling
85. Coordinating desk calendars
86. Coordinating electronic calendars
87. Identify proper procedure for maintaining a tickler file
88. Keep up regular duties

Introductory	Intermediate	Advanced
3/0	15/27	13/13
16/17	11/15	4/8
11/7	15/19	5/14
8/4	16/24	7/12
9/5	17/20	5/15
4/0	16/29	11/11
31/0	17/31	11/9
14/16	12/18	5/6
8/5	10/23	13/12
11/9	13/17	7/14
3/0	13/23	15/17
6/3	21/19	4/18
11/13	15/19	5/8
7/5	16/23	8/12
13/12	16/27	2/11
8/4	20/26	3/10
5/1	23/32	3/7
11/10	16/29	4/1
10/8	16/30	5/2
4/0	17/26	10/14
4/1	10/16	17/13
8/4	13/23	10/13
18/14	11/25	2/1

Desk Material Organization

89. Immediate action
90. Low priority
91. Pending reading material

12/10	15/29	4/1
13/12	15/27	3/1
10/7	17/13	4/20

Effective Communication Organization

92. Handling correspondence quickly and efficiently
93. Have incoming mail screened and sorted, if possible
94. Handle each letter only once
95. If a brief reply is possible, write it on the incoming letter or memo, use a photocopy for the file, and return the original to the sender
96. If possible, put dictation on a tape, belt, or disk
97. Use form letter and form paragraphs for routine correspondence

9/6	38/14	4/10
11/12	13/18	7/10
9/7	15/23	7/10
5/1	12/12	14/27
4/0	12/17	15/23
8/3	19/26	4/11

Effective Communication Organization (continued)

98. Don't make frequent revisions
99. Get to the point

7/5	18/27	6/8
8/15	17/32	5/3

100. If you have a long memo, make an outline before dictating
101. Avoid unnecessary copies
102. For internal correspondence, try "speed-letter" forms with carbons already inserted and with space for a reply
103. Don't write when a phone call will do
104. Keep an itemized listing of incoming mail
105. Keep log of telephone calls
106. Present procedures for processing incoming mail.
Explain procedures for preparing outgoing mail
Acquaintance with the various services provided by the United States Postal Service
107. Apply procedures for preparing outgoing mail
108. Identify the classes of domestic mail
109. Explain the various services provided by the UPS
110. Arrange for courier service
111. Send material through an interoffice mail system
112. Describe telephone directories you will find useful
113. Use proper telephone techniques to place local and long-distance domestic and international calls
114. Use proper telephone techniques and procedures to place outgoing calls

2/0	14/17	15/23
16/20	10/15	5/5
5/7	18/18	8/15
10/15	16/18	5/7
14/18	13/15	4/7
17/25	11/14	3/6
8/6	18/28	5/6
11/7	14/20	6/3
13/21	11/18	7/11
13/19	12/14	6/7
7/5	15/20	9/5
11/10	15/28	5/2
19/27	8/12	4/1
16/15	12/19	7/6
15/17	13/14	3/9

Arranging Your Work Station

115. Desk top
116. Desk drawers
117. Determine how to best arrange equipment
118. Office equipment
119. Office accessories
120. Office furniture
121. Bookshelves
122. Chair(s)
123. Storage cabinets
124. File cabinets
125. Tables
126. Computers
127. Typewriters
128. Telephone
129. Terminals
130. Reference books
131. Determine how to best organize supplies

24/30	6/8	1/2
22/27	9/10	0/3
16/18	9/17	6/5
21/24	6/12	6/4
18/22	11/15	2/3
17/16	9/18	5/6
16/21	13/16	2/3
20/25	9/12	2/3
17/21	12/14	2/5
18/24	10/12	3/4
18/23	11/13	2/4
19/23	11/13	1/4
21/25	8/12	2/3
21/27	8/6	2/6
16/19	12/17	3/4
20/22	7/13	4/5
16/17	15/17	2/6

Record Management Filing System		Introductory	Intermediate	Advanced
132.	Describe how a company's records management system can improve office efficiency	8/6	9/24	14/10
133.	Present the filing systems used to organize records	10/5	14/23	7/12
134.	Explain the objectives of records management	13/10	15/25	3/5
135.	Identify the benefits of records management	13/10	15/27	3/3
136.	Describe types of media on which information is kept	12/10	17/26	2/4
137.	Identify the cost factors involved in a records management system	6/2	8/17	17/21
138.	Describe the phases of a record life cycle	7/3	17/23	7/14
139.	Record management filing system	15/10	12/21	4/9
140.	Appropriate storage media	15/10	12/23	4/7
141.	Proper storage equipment	15/10	12/25	4/5
142.	Proper storage supplies	14/10	15/23	2/7
143.	Procedures for filing	20/15	8/17	3/8
144.	Efficient Retrieval Procedures	13/10	14/9	4/11
145.	Advantages and Disadvantages of using Magnetic Media	5 /0	20/33	6/7
146.	Advantages and Disadvantages of using Microfilm	4/0	21/29	6/11
147.	Advantages and Disadvantages of using Microforms	5/0	19/29	7/11
148.	Advantages and Disadvantages of using Microfiche	5/0	19/31	7/9
149.	Categorize Records	10/7	13/27	8/6
150.	Prepare Records for Storage	13/8	15/25	3/7
151.	Active records storage	10/7	16/29	5/4
152.	Reevaluate records	4/0	16/26	11/14
153.	Dispose records	6/0	13/23	12/17
154.	Inactive records storage	6/0	17/25	8/15
155.	Archives	3/0	12/22	16/18
156.	Identify the components of a filing system	19/21	7/16	5/3
157.	Describe four alphabetic filing systems	14/15	12/18	5/7
158.	Explain how a numeric filing system is organized	15/12	12/17	4/11
159.	Explain how a chronologic filing system is organized	14/11	14/23	3/6
160.	Describe principles and procedures for managing paper storage systems	7/3	11/27	7/10
161.	Describe principals and procedures for managing records stored on magnetic and microimaging media	4/0	16/29	11/11
162.	Explain how to prepare records for filing	17/15	12/18	2/7
163.	Apply efficient filing proceduresList three change-out procedures	6/0	14/23	11/17
164.	Describe how inactive files are transferred and stored	5/0	15/27	11/13

Planning Your Work Activities

165. Setting priorities
166. How much time will the task require
167. By what date (time) is this needed
168. Who is involved in completing the task
169. What happens if the task is not done on time
170. Breaking a large project into smaller tasks
171. Determine the steps to be taken in each of the smaller tasks
172. Establish deadlines for each section or smaller task and stick to those deadlines
173. List procedures used with large projects to be repeated

Introductory	Intermediate	Advanced
16/13	9/21	6/6
8/6	16/15	7/19
10/8	14/22	7/10
9/7	15/24	7/9
8/6	16/20	7/14
2/0	13/17	16/23
4/0	12/14	15/26
3/0	14/19	14/21
2/0	13/21	16/19

General Knowledge

174. Name three tasks performed in business offices
175. How being effective differs from being efficient
176. Identify three tasks that you believe require the most cooperation among office workers
177. Ways a specialized office differs from general office
178. Types of measures that minimizes accidents in offices
179. Ways companies encourage high productivity among office workers
180. Attitudes that are important if you are to become a good manager of your time
181. Describe two common techniques for good time management
182. Word processing skills
183. Data processing skills
184. Information management and transmission
185. General assistance and customer service
186. Rapid and accurate keyboarding skill
187. Knowledge and skill in using software
188. Skill in formatting and proofreading documents
189. Command of grammar, punctuation, and spelling
190. An extensive vocabulary
191. Ability to learn specialized vocabularies (for example; legal, engineering, medical, or electronic)
192. Ability to follow instructions
193. Skill in transcribing from machine dictation
194. Thorough knowledge of the range of tasks to be done

27/30	2/7	2/3
14/13	14/18	3/9
13/11	14/23	4/6
12/10	15/25	4/5
18/13	9/19	4/8
8/5	11/21	12/14
13/7	8/22	10/11
12/10	12/20	7/10
17/15	8/17	6/8
16/15	10/19	5/6
6/0	17/26	8/14
15/12	13/19	3/9
17/13	9/23	5/4
12/10	12/21	7/9
13/12	11/17	7/11
16/10	6/24	9/6
7/5	5/21	19/14
3/0	10/16	18/24
22/25	6/12	3/3
7/5	14/22	10/13
6/3	14/22	11/15

General Knowledge (continued)

- 195. Knowledge of software capabilities beyond the basics
- 196. High-level communication and human relations skills
- 197. Good judgment in formatting documents
- 198. Excellent editing and proofreading skills
- 199. Ability to manage others effectively
- 200. Good command of arithmetic process
- 201. Skill in using touch-system to enter figures at a keyboard
- 202. Understanding of basic recordkeeping and accounting terms and concepts
- 203. Skill in writing legibly
- 204. Ability to check one's own work and correct errors
- 205. Knowledge of the complete data processing cycle and all related procedures
- 206. Understanding of the total organization so that problems that occur can be resolved properly
- 207. Ability to instruct new employees about procedures for specific tasks
- 208. Ability to give consistent attention to detail
- 209. Data entry keying skills
- 210. Database clerk skills
- 211. Mail room clerk or assistant skills
- 212. Receiving clerk skills
- 213. Records clerk skills
- 214. Reprographics clerk skills
- 215. Traffic and shipping clerk skills
- 216. Command of basic filing rules and principles
- 217. Ability to handle details without incurring any errors
- 218. Good keyboarding skills
- 219. Basic knowledge of computer functions
- 220. Ability to follow instructions for use of electronic equipment
- 221. Ability to manage telephone calls
- 222. Ability to give attention to several tasks simultaneously
- 223. Skill in establishing priorities
- 224. Learn from observation and written instructions
- 225. Be dependable
- 226. Be flexible in response to changes at work
- 227. Policies related to office safety and security

Introductory	Intermediate	Advanced
2/0	16/26	13/14
1/0	11/10	19/30
7/8	15/17	9/15
7/9	13/21	11/10
2/0	3/6	26/34
9/10	15/25	7/5
18/22	12/15	1/3
7/2	19/29	5/9
22/18	8/18	1/4
17/14	11/22	3/3
5/1	18/29	8/10
2/0	10/22	19/18
3/0	9/14	19/26
5/2	15/24	11/14
17/15	12/18	2/7
12/10	18/28	1/2
20/20	10/13	1/7
16/14	13/22	2/4
16/18	15/28	0/4
17/20	13/28	1/2
13/15	18/25	0/0
17/22	14/28	0/0
3/0	19/32	9/8
20/13	8/23	3/4
19/21	9/15	3/4
11/8	17/25	3/7
17/23	9/15	5/2
6/0	15/27	10/13
6/3	20/27	5/13
12/10	14/18	5/12
20/25	4/10	6/5
11/8	15/19	5/13
17/15	10/23	4/2

General Knowledge (continued)

- 228. Policies and procedures for office tasks
- 229. Specific procedures and schedules related to specific positions
- 230. An organization chart
- 231. Calendar of events and company newsletter
- 232. Job knowledge
- 233. Quantity of work
- 234. Quality of work
- 235. Initiative
- 236. Cooperation
- 237. Adaptability
- 238. Judgement
- 239. Attendance and punctuality
- 240. Describe types of writing required in the office
- 241. Write letters and memorandums that reflect the qualities of good business communications
- 242. Describe a procedure for planning and completing writing tasks
- 243. Describe management skills, such as planning the order completing tasks
- 244. Identify the function of your office workstation
- 245. Identify common office workstation equipment, supplies, and accessories
- 246. Arrange your workstation to increase productivity
- 247. Identify common office time wasters
- 248. Apply basic time analysis procedures to help you better manage your time habits

Introductory	Intermediate	Advanced
15/12	11/22	5/7
6/4	21/24	4/12
13/13	12/23	6/14
9/8	13/27	9/5
16/15	11/18	4/7
15/14	11/22	5/4
16/13	9/17	6/10
17/16	8/18	6/6
22/20	4/15	5/5
16/20	10/12	5/8
15/17	10/15	6/8
24/27	5/10	2/3
12/15	18/17	1/8
4/1	16/23	11/16
3/1	18/25	10/14
4/1	15/22	12/17
14/15	10/16	7/9
17/20	12/19	2/1
10/12	10/23	11/5
13/15	14/15	4/10
7/5	11/23	13/12

Learning Objectives

- 249. To develop good work organization habits
- 250. To develop an understanding of the factors that influence the working environment
- 251. To develop good time management skills
- 252. To learn and demonstrate how to set priorities on of your office workstation
- 253. Identify common office workstation equipment and supplies

19/22	8/9	4/9
14/15	10/14	7/11
14/17	13/28	4/5
11/13	13/17	7/10
22/25	7/10	2/5

Problem Solving Competencies

Educators 69
Problem Discovery

Bus/Industry 53

1. Stating problem
2. Clarifying problem
3. Visualizing from description
4. Following written and oral directions

Introductory	Intermediate	Advanced
32/22	28/24	9/7
23/18	33/27	13/8
19/10	26/29	24/14
37/29	18/15	14/9

Seeking Information

5. Collecting necessary data
6. Sharing data
7. Listening for knowledge and experiences
8. Searching for information
9. Making necessary measurements
10. Recording solution possibilities
11. Recalling and listing information and knowledge

30/22	30/25	9/6
33/21	27/19	9/13
26/20	29/18	14/15
21/17	36/30	12/6
21/12	36/27	12/13
14/9	38/22	17/12
16/13	32/27	21/13

Analyzing Information

12. Eliminating extraneous information
13. Finding likenesses and differences
14. Making comparisons
15. Classifying objects or concepts
16. Making a drawing or model
17. Making or using a graph
18. Looking for patterns
19. Using symbols to describe situations
20. Breaking a problem into manageable parts

12/8	38/25	19/20
25/19	34/23	10/11
23/17	34/21	12/15
18/12	37/21	14/20
18/9	30/39	21/14
18/14	33/22	18/17
16/20	31/18	22/15
13/9	36/27	20/17
10/5	34/33	25/15

Synthesizing

21. Making predictions and generalizations
22. Making decisions
23. Making necessary computations
24. Determining limits and/or eliminating possibilities
25. Making reasonable estimates
26. Guessing, checking, and refining
27. Solving related problems for process clues
28. Simplifying and changing problems for solutions
29. Looking at different problem situations
30. Reasoning from known data
31. Working backwards
32. Checking calculated answers
33. Making approximations
34. Detecting and correcting errors

11/8	29/29	29/14
15/12	31/23	23/18
22/19	31/25	16/9
8/6	36/30	25/13
14/5	31/31	24/13
11/4	32/28	26/21
7/3	27/31	35/19
7/2	27/22	35/29
8/4	33/25	28/24
10/5	31/24	28/24
5/1	30/31	34/21
16/10	38/23	15/20
9/13	42/25	18/25
13/17	37/20	18/26

Synthesizing (continued)

- 35. Identifying problem situations
- 36. Revising conditions of problem

Introductory	Intermediate	Advanced
9/4	37/29	23/20
6/2	27/25	36/26

Looking Back

- 37. Explaining solution to problem
- 38. Making explanations based upon data
- 39. Solving problems using different method
- 40. Finding another answer
- 41. Checking solution using reasoning
- 42. Studying the solution process
- 43. Finding other problems for solutions
- 44. Inventing other solution procedures
- 45. Generalizing to include other solutions

11/8	30/28	17/28
9/16	26/24	34/23
6/2	21/27	42/24
4/2	22/20	43/21
5/0	25/24	39/29
5/1	26/27	38/25
4/0	18/28	47/25
5/1	15/12	49/40
4/2	20/14	46/37

Looking Ahead

- 46. Creating new problems
- 47. Thinking creatively
- 48. Making decisions
- 49. Applying technology
- 50. Troubleshooting technology

6/2	22/17	44/34
8/1	24/18	34/37
8/1	21/12	29/29
9/3	29/26	24/31
4/1	14/18	34/51

Reading and Writing Competencies

Educators 63 Bus/Industry 54

General Writing Skills

1. The ability to write with precision, simplicity, organization, and clarity.
2. The ability to use rules of grammar, spelling, punctuation, and sentence structure in all that is written.
3. The ability to write independently or in collaboration with others.
4. The ability to use a positive tone and an enthusiastic attitude when writing.
5. The ability to write for a specific audience.
6. The ability to motivate and influence others when writing.

Introductory	Intermediate	Intermediate
23/21	24/24	16/9
33/27	25/17	5/10
15/9	36/30	12/15
18/10	32/27	13/17
10/7	27/20	26/27
7/3	30/24	26/27

General Reading Skill

7. The ability to comprehend written materials.

40/37	17/11	6/6
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Critical Abilities and Traits

8. Decision-making skills
9. Organizing skills
10. Planning skills
11. Being able to act ethically
12. Being able to analyze critically
13. Managing projects

20/21	32/18	11/15
29/23	26/19	8/12
23/19	32/22	8/13
39/31	14/16	10/7
7/3	25/24	31/27
9/6	20/17	34/31

Grammar/Mechanics

14. Knowing and using correct parts of speech
15. Writing effective sentences and paragraphs
16. Knowing and using correct punctuation
17. Spelling correctly
18. Dividing words
19. Capitalizing words
20. Using numbers correctly

44/40	13/4	6/10
35/31	23/14	5/9
45/40	12/12	6/2
45/39	11/4	7/11
43/37	11/11	9/6
51/41	4/8	8/5
45/40	10/2	8/12

Writing Employment Messages

21. Resumes
22. Letters of application
23. Requesting references
24. Thanking the interviewer

28/26	27/15	8/13
26/23	28/20	9/11
29/30	26/18	8/6
33/25	26/29	5/0

Writing Employment Messages (continued)

25. Following up the interview
26. Following up the application letter
27. Accepting a position
28. Refusing a position
29. Resigning a position

Introductory	Intermediate	Advanced
29/24	25/18	9/12
29/22	25/19	9/13
28/24	26/19	9/11
24/19	25/26	14/9
24/17	25/31	14/6

Application Skills: Reading

30. Recognize persuasive techniques which might be used in proposals or other sales/persuasive messages
31. Comprehend and react appropriately to written directions found in business forms such as job applications
32. Synthesize information which is part of findings from research instrument such as surveys polls, interviews, etc.
33. Take notes from reading Identify, use, and apply to task parts of book

6/0	29/25	28/29
25/19	29/28	9/7
8/1	17/24	32/29
17/21	32/21	14/12

Intercultural Business Communication

34. Understanding intercultural communication
35. Developing intercultural communication skills
36. Overcoming difficulties of intercultural communication
37. Learning about a culture
38. Handling written intercultural communication
39. Handling oral intercultural communication

12/7	23/29	28/18
10/6	24/29	29/28
8/4	21/19	34/31
24/29	26/19	13/15
13/10	19/22	31/22
13/9/	16/15	34/30

Using Communication Technology

40. Applying technology to writing task
41. Using computers to process information
42. Performing work processing operations for writing
43. Using a word processing center
44. Using electronic mail
45. Using communicating word processors
46. Using facsimile transmission
47. Using teleconferencing
48. Storing and receiving paper records
49. Using dictation equipment
50. Using electronic copies/printers
51. Performing spellcheck function using computer software
52. Performing thesaurus functions using computer software

19/17	35/28	9/4
35/30	21/19	7/5
30/26	25/21	8/7
32/29	20/16	11/9
19/15	34/26	10/13
24/20	30/29	9/5
26/21	24/20	13/13
21/17	25/28	17/9
41/38	16/14	6/2
21/17	37/31	5/6
39/37	17/8	7/9
40/37	14/3	9/14
40/39	17/6	6/9

Using Communication Technology (continued)

53. Performing grammar functions using computer software
54. Using all electronic delivery systems
55. Using storage equipment including magnetic disks tapes cards, audio and video recordings, and micrographic equipment
56. Presenting information in written communication using graphics programs
57. Selecting most appropriate presentation method of illustrations (bar, line, pie, chart, etc.)
58. Using internal and external software
59. Using utility software
60. Using basic commands in word processing, database, and spreadsheets

Introductory	Intermediate	Advanced
31/32	25/16	7/6
8/4	33/33	22/17
15/17	30/27	18/10
11/9	24/16	28/29
15/13	26/32	22/19
19/21	32/24	12/9
16/14	32/28	15/12
37/30	18/19	8/5

Miscellaneous

61. Understanding the process of using express mail
62. Understanding and creating mailgrams
64. Using problem-solving skills
65. Organizing work environment
66. Writing descriptive information
67. Completing forms
68. Using reference materials
69. Composing technical information
70. Writing press releases
71. Knowing dictation skills
72. Using proofreading skills
73. Using revising skills

31/35	28/11	4/8
20/16	36/29	7/9
17/12	33/31	13/11
31/29	25/21	7/4
11/13	42/29	10/12
45/40	13/12	5/2
38/32	20/19	5/3
10/7	30/29	23/18
12/6	34/27	17/21
17/13	35/32	11/9
38/31	19/20	6/3
28/22	28/28	7/4

Social Impact and Ethics in Computer Use

Competencies

Educators 72

Bus/Industry 53

Ethics

1. Aware of the social and ethical issues caused by computer technology
2. Knowing the importance of integrity in the use and application of computer technology
3. Have a fundamental respect for the privacy of individuals, groups, and organizations
4. Knowing the social, ethical, and legal implication of computer hacking

Introductory	Intermediate	Advanced
46/40	19/10	7/3
47/42	16/7	9/4
52/45	8/7	12/1
39/35	23/12	10/5

Computer Crime

5. Knowing the damage that viruses can cause computer systems, how they infect your system through the loading of unchecked programs, and the use of anti-virus programs to protect these systems
6. Knowing the types of financial crimes and the methods of security to combat them
7. Knowing the adverse effects of computer service thefts
8. Knowing the impact of property crimes involving computers

34/39	24/10	14/4
23/25	30/20	19/8
24/23	36/23	12/7
26/20	35/15	11/7

Security

9. Knowing the importance of protecting computer systems from fire, natural disasters, or the environment
10. Knowing the importance of controlling access to computer information by the use of passwords and encryption
11. Knowing the significance of the reliability of computer systems to society

44/48	17/5	11/0
32/40	27/10	13/3
37/41	21/10	14/1

Legislation

12. Knowing your rights under the Freedom of Information Act of 1970 and the Privacy Act of 1974 regarding the collection, processing, storage, and distribution of data about your personal traits and activities
13. Knowing how the U.S. Copyright Act of 1978 protects against the piracy of software and how important this is to the continuing development of new software

25/15	29/25	18/13
27/17	31/23	14/13

14. Knowing how the Electronic Funds Transfer Act of 1980 protects the consumer in electronic funds transactions
15. Knowing how the Electronic Communication Privacy Act of 1986 prohibits the interception of data communication, thereby protecting E-Mail users

24/26	32/25	16/2
23/28	30/22	19/3

Spreadsheet Competencies

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Bus/Industry 61

Spreadsheet Basics

1. Software requirements
2. Format diskettes
3. Prepare template disk
4. Define integrated software program
5. Identify the hardware components of a personal computer
6. Identify the parts of a keyboard
7. Boot the computer
8. Introduction to screen
9. Identify worksheet parts
10. Using the keyboard and mouse
11. Using help
12. Exploring the worksheet
13. Using directional and express keys

Introductory	Intermediate	Advanced
67/40	11/15	5/6
72/52	7/6	4/3
50/35	29/25	4/1
55/42	23/13	5/6
69/50	9/9	5/2
74/58	5/3	4/0
75/57	3/4	5/0
75/56	3/4	5/1
70/47	11/12	2/2
70/50	8/9	5/2
75/51	3/6	5/4
62/52	17/7	4/2
69/53	10/7	4/1
56/49	22/8	5/4

Using The Worksheet

14. Enter labels and values
15. Use backspace or retype method to make simple corrections
16. Aligning labels with right, center, left alignment
17. Using goto function key
18. Using function key to edit
19. Erase a single cell
20. Erase a range of cell entries
21. Saving a worksheet file
22. Clearing the screen
23. Exiting/quitting the program
24. Using formulas
25. Retrieving and overwriting a file
26. Using the copy command
27. Copy a range of labels
28. Copy a range of formulas
29. Copy a formula in mixed references
30. Copy a formula in absolute condition
31. Change column width
32. Change column widths globally
33. Insert column
34. Deleting column
35. Insert row
36. Delete row

56/49	22/8	5/4
68/47	10/10	5/4
48/37	28/21	7/3
50/41	30/13	3/6
53/42	26/15	4/4
62/51	16/9	5/1
48/35	31/23	4/3
65/38	14/17	4/6
67/39	12/18	4/4
64/37	14/15	5/9
33/14	39/29	1/8
39/29	36/25	8/7
38/22	40/36	5/3
28/19	49/25	6/16
24/15	52/36	7/10
12/7	52/37	19/9
14/6	48/49	21/27
42/13	35/37	6/20
30/15	41/32	12/23
36/27	38/31	9/3
39/30	36/25	8/6
39/27	36/25	8/9
39/27	36/25	8/9

Using the Worksheet (continued)

37. Create underscores, double underscores and hyphenated lines
38. Justify and edit text
39. Freeze horizontal/vertical titles
40. Freeze both horizontal/vertical titles
41. Clear title setting
42. Create a vertical window
43. Create a horizontal window
44. Create synchronized windows
45. Create unsynchronized windows
46. Clear windows
47. Calculate what-if questions
48. Use manual recalculation
49. Use automatic recalculation
50. Create a worksheet in protected cell mode
51. Create a worksheet in unprotected cell mode
52. Use a predesigned template
53. Plan a template design
54. Create a template
55. Use a template

Introductory	Intermediate	Advanced
23/8	53/42	7/1
33/22	45/30	5/9
15/12	45/35	23/14
16/11	44/30	23/20
21/15	51/33	11/13
8/2	50/49	25/28
8/3	49/37	26/21
5/0	45/42	33/9
6/0	44/38	33/32
12/10	46/40	25/11
11/7	45/35	27/19
18/14	47/48	18/8
17/12	47/41	19/8
11/5	47/40	25/16
13/7	45/39	25/24
27/21	38/31	13/9
9/1	38/29	36/31
13/7	35/31	35/32
27/24	33/17	23/20

Formatting

56. Label alignment
57. A range of cells
58. Display fixed numbers to desired place/places
59. Display currency symbols: dollar signs, decimals and commas
60. Format data money amounts to two decimal places
61. Calculate the amount of periodic payment on a Loan
62. Globally
63. International date
64. International time
65. Percent
66. Text
67. Time
68. Paragraph

42/39	32/16	9/6
40/40	36/16	7/5
31/27	45/30	7/4
39/30	37/28	7/3
36/31	39/28	8/2
10/0	49/44	24/17
18/7	45/38	20/16
14/9	42/27	27/25
15/11	41/26	27/24
27/23	42/20	14/10
27/20	42.30	14/11
25/18	43/31	15/12
27/17	39/31	17/13

Printing

69. Print a file
70. Printing a range of data
71. Using print screen

64/45	14/15	5/1
45/32	34/29	4/0
59/30	19/30	5/1

Printing (continued)

72. Changing right, left, top and bottom margins
73. Printing descriptive information from designated rows and/or columns
74. Print using headers/footers
75. Print in compressed mode
76. Print with borders
77. Print using page break
78. Print a cell-formula version of a spreadsheet
79. Debug formulas/print with text format command

Introductory	Intermediate	Advanced
41/29	37/32	5/0
20/13	46/35	17/13
21/11	51/42	11/8
13/7	53/41	17/13
15/4	46/38	22/19
18/13	49/5	16/13
13/8	53/39	17/14
9/13	31/23	42/35

Graphing/Charting

80. Select a graph type
81. Create a bar chart
82. Select the X-axis labels
83. Select data ranges
84. Select a Y-axis
85. View a graph
86. Enter titles and legends
87. Name a graph
88. Save a graph
89. Create stacked bar, pie, mixed and exploded pie graphs
90. Include a grid
91. Enhance and refine a graph
92. Compress printing
93. Remove scale indicator from a Graph
94. Use the /Data Fill Command
95. Recall previously named graphs
96. Print a graph

37/20	28/28	18/13
34/23	31/23	18/15
27/21	35/23	21/17
27/22	33/24	23/15
27/24	35/23	21/14
37/35	29/15	17/11
27/20	36/26	18/5
32/28	34/20	17/13
34/29	32/17	17/15
13/5	44/36	26/29
15/11	40/45	28/23
9/7	39/27	35/27
12/5	39/32	32/24
4/0	39/31	40/30
16/12	57/24	30/25
24/17	36/30	23/14
31/27	33/11	19/23

Attaching And Detaching WYSIWYG

97. Attaching WYSIWYG
98. Detaching WYSIWYG
99. Use format menu to change fonts; underline, shade, and outline a range
100. Change the background color and color of the text in a range
101. Copy attributes from one range to another range
102. Set width of a column and the height of a row
103. View data on the screen, change the color of negative numbers and drop shadows; and change the color and style of the cell pointer
104. Align text in a worksheet

11/5	35/26	37/30
11/4	35/25	37/32
13/9	34/22	36/30
14/8	37/26	32/27
14/6	37/30	32/25
16/10	29/24	38/27
15/12	26/24	42/25
18/10	28/22	36/29

Attaching and Detaching WYSIWYG (continued)

- 105. Define a footer
- 106. Change top and bottom margins
- 107. Include a grid, expand or compress the print range
- 108. Remove a graph
- 109. Move a graph
- 110. Preview graph
- 111. Print graph and worksheet together

Introductory	Intermediate	Advanced
16/9	39/31	28/21
26/20	31/11	26/30
8/0	32/29	43/32
16/9	32/22	35/30
13/5	29/16	41/40
17/11	35/17	31/33
12/7	33/12	38/42

Database

- 112. Create a database
- 113. Enter field names
- 114. Enter data in fields
- 115. Sort using a primary key
- 116. Sort using primary and secondary keys
- 117. Sort data in ascending and descending order
- 118. Print a sorted database

56/49	22/2	5/10
61/52	17/7	5/2
60/51	18/0	5/10
47/43	29/9	7/9
40/39	32/14	11/8
43/42	31/8	9/11
46/44	29/10	8/7

Finding Single and Multiple Records

- 119. Define input Range
- 120. Define criterion range
- 121. Find records with query command
- 122. Use "and" criteria
- 123. Use "or" criteria

15/8	50/40	18/13
12/6	54/41	17/14
14/5	45/36	24/20
9/3	46/33	28/25
9/2	46/34	28/25

Extracting Records - Using Formula Criteria

- 124. Define an output range
- 125. Extract records using an output range
- 126. Use formula criteria
- 127. Use partially matching criteria

11/3	44/38	23/20
9/4	44/30	30/27
9/6	42/33	32/22
6/4	42/28	35/29

Designing and Writing a Command Macro

- 128. Designing and writing a command macro
- 129. Invoking a command macro
- 130. Correcting a macro
- 131. Making a command macro respond to varying conditions
- 132. Naming the macro as a named range
- 133. Saving the file containing the macro keystrokes
- 134. Documenting the macro
- 135. Creating a print macro

7/2	21/14	55/45
7/4	23/16	53/41
8/3	21/11	54/47
5/1	22/12	56/48
7/5	24/16	52/40
12/10	21/12	50/39
9/7	20/11	54/43
9/5	20/16	54/40

Advanced Macro Commands

- 136. Combining files
- 137. Printing results
- 138. Completing a data query
- 139. Sorting data
- 140. Inputting values for a spreadsheet

Introductory	Intermediate	Advanced
3/0	21/12	59/49
9/3	25/17	49/41
4/0	21/14	48/47
8/3	27/19	48/39
14/9	21/9	48/43

Financial Analysis Functions

- 141. Internal rate of return
- 142. Net present value
- 143. Future value
- 144. Present value
- 145. Payment
- 146. Straight-line depreciation
- 147. Cterm
- 148. Term
- 149. Rate

4/0	22/14	47/46
5/0	24/13	54/48
4/0	24/17	55/44
6/1	23/28	44/32
5/2	26/20	52/39
5/4	24/10	54/27
5/1	20/11	58/49
5/3	25/17	53/41
6/2	24/13	53/46

Data Analysis Functions

- 150. Sum
- 151. Count
- 152. Average
- 153. Minimum
- 154. Maximum
- 155. Variance
- 156. Standard deviation

32/26	34/12	17/23
31/24	35/22	17/15
30/27	36/16	17/18
27/21	38/15	18/25
26/20	39/26	18/15
10/8	29/16	44/37
10/6	24/13	49/42

Date And Time Functions

- 157. Date
- 158. Now
- 159. Additional date and time options

28/24	40/19	15/8
20/16	44/21	19/24
15/10	42/32	26/19

Conditional Functions

- 160. What-if
- 161. And
- 162. Or
- 163. Not
- 164. Logical operators
- 165. Logical operators for compound statement
- 166. NA

9/5	37/26	37/30
17/14	42/17	34/30
7/3	42/29	34/29
6/2	42/30	35/29
6/4	32/17	45/40
3/0	32/19	48/42
5/1	35/19	46/41

Using Functions

		Introductory	Intermediate	Advanced
167.	@SUM: Sums up values in a range	29/22	46/29	8/10
168.	@AVG: Obtains average of values in a range	29/21	46/27	8/13
169.	@COUNT: Counts number of items in a list	26/22	49/24	8/15
170.	@MAX: Finds largest number in a range	24/19	50/35	9/7
171.	@MIN: Finds smallest number in a range	23/18	50/31	10/12
172.	@PMT: Calculate amount of the periodic loan	9/3	40/31	34/27
173.	@VAR: Calculates the population variance of values in list	8/5	31/24	44/32
174.	@STD: Calculates the standard deviation of quantities in the population list	7/2	27/21	49/38
175.	@IRR: Attempts to determine the interest rate that will make the present value of a series of cash inflows equal the initial investment	5/1	21/20	57/40
176.	@NPV: Calculates present value of cash flows	/42	24/11	55/48
177.	@FV: Calculates the amount of money that will be paid out approximately on a loan	5/1	24/18	54/42
178.	@PV: Tells loan or mortgage amount given your monthly payments, term and interest rate	6/2	23/19	54/40
179.	@PMT: Returns periodic payment necessary to pay off the principal at the periodic interest rate over the term of the loan	3/1	24/17	46/53
180.	@SLN: Calculates the annual asset depreciation expense based on the straight-line method	4/1	20/13	59/47
181.	@DD: Calculates the equipment depreciation expense based on the double-declining balance method for a particular period	4/2	16/8	63/51
182.	@SYD: Returns depreciation expense for a particular period using the sum-of-the-years' digits method	4/0	17/19	62/43
183.	@CTERM: Uses single payment or investment amount instead of regular periodic investments to calculate the term	4/3	18/16	61/42
184.	@TERM: Calculate number of periods it will take to grow an amount invested every month to the final desired amount, if earning the same interest rate every month	4/12	19/11	60/48
185.	@RATE: Periodic interest necessary for the value of a number to increase to a specified future value	4/1	20/18	59/42

Telecommunication Competencies

Educators 72

Bus/Industry 60

Basic Skills and Knowledge

	Introductory	Intermediate	Advanced
1. Knowing the definition of telecommunications	62/52	9/8	1/0
2. Knowing the types of communications channels	46/35	22/20	4/5
3. Knowing how a modem works	39/41	24/19	9/0
4. Use terms related to telecommunications:	55/53	13/6	4/1
a. Telecommunications	55/53	13/6	4/1
b. Teleconferencing	42/47	18/11	6/2
c. Communications channels	41/32	25/17	6/11
d. Analog transmission	29/22	29/28	14/10
e. Digital transmission	29/22	30/26	13/10
f. Modulation	30/20	28/29	14/11
g. Demodulation	30/20	28/29	14/11
h. Modems	44/40	23/18	5/2
i. Baud	36/39	27/13	9/8
j. Grade	35/25	28/27	9/8
k. Network	43/45	22/12	7/3
l. Node	31/37	28/21	13/2
m. E-mail	46/52	19/8	7/0
n. Facsimile system	40/52	25/3	7/3
o. Voice mail	42/54	22/5	8/1
p. Electronic bulletin board	40/38	23/18	9/4
q. On-line information service	37/25	25/22	10/13
r. Downloading	34/34	27/21	11/6
s. Uploading	34/34	25/20	13/7
t. Groupware	32/29	24/29	16/2
u. Connect time	36/20	21/28	15/12
v. Hayes compatible	26/21	30/29	16/10
5. Knowing the difference between a remote network and a LAN	28/20	26/29	18/11
6. Create a message on E-mail	26/18	27/25	19/17
7. Upload and send an E-mail file	19/15	29/32	24/13
8. Download and print an E-mail file	15	29/22	24/23
9. Create and send a facsimile message	25/38	22/15	18/7
10. Use an on-line information service	20/22	30/27	22/11
11. Print an E-mail message	33/30	29/33	21/8

Desktop Publishing Competencies

Educators 57 Bus./Industry 54

Basic Computer/Desktop Publishing Experiences

1. Load the program.
2. Operate the Main Menu.
3. Utilize the the Tool Kits.
4. Edit Text Menu.
5. Place text into a page layout program.
6. Exit the program.
7. Start a new desktop document file.
8. Retrieve a previous desktop document file.
9. Design a layout.
10. Operate the cursor keys.
11. Enter text into a pre-existing layout.
12. Insert and delete text.
13. Move, copy and erase blocks of text.
14. Save a document.
16. Save word processing files as ASCII text files.
17. Print a document..

Introductory	Intermediate	Advanced
37/42	18/13	2/2
22/25	27/24	8/8
25/27	27/22	5/5
23/25	17/13	17/19
22/18	25/30	10/9
45/49	12/5	0/0
35/27	13/18	9/12
35/30	12/20	10/7
17/14	28/30	12/13
50/52	7/2	0/0
28/32	19/10	10/15
35/42	18/7	4/8
28/22	15/28	14/7
50/52	7/2	0/0
25/18	18/30	14/19
32/37	15/17	10/3

Using and Manipulating Lines, Symbols and Artwork

18. Draw lines.
19. Alter line size.
20. Delete a line.
21. Create symbols.
22. Select, save and print artwork.
23. Duplicate artwork and insert again on page.
24. Flip artwork horizontally.
25. Flip artwork vertically.
26. Rotate artwork.
27. Resize and move artwork.
28. Erase and magnify artwork.
29. Use the ruler while drawing freehand.
30. Make shadowed boxes.
31. Place artwork into existing publication.
32. Place high-resolution artwork into a existing publication.
33. Insert a new page in a multi-page document.
34. Advance or go back a page or pages.

23/15	19/20	15/19
22/16	28/33	7/5
24/18	30/32	3/4
13/7	20/23	24/24
14/11	23/24	20/19
12/8	25/22	20/24
12/10	24/25	21/19
12/10	24/28	21/16
12/10	22/23	23/21
15/12	21/14	22/28
14/9	18/26	25/19
4/0	16/23	37/31
6/0	20/29	31/25
7/3	18/20	32/31
0/0	25/22	32/32
12/9	28/25	17/20
15/10	20/25	9/10

Other Desktop Publishing Features

35. Use the snapshot feature.
36. Take a picture of what appears on the screen.
37. Develop the picture.
38. Store the picture as an .ART file.

3/0	24/27	30/27
2/0	27/25	28/29
1/0	30/32	26/22
1/0	30/28	26/26

		Introductory	Intermediate	Advanced
39.	Resize and use the snapshot in an existing publication.	1/0	29/33	27/21
40.	Create borders.	12/8	24/27	21/19
41.	Use borders available with desktop publishing program.	15/12	30/31	12/11
42.	Broaden or reduce the width of the border line.	12/10	28/27	17/17
43.	Change the pattern of the background.	16/13	30/27	11/14
44.	Use the desktop publishing program utilities.	7/3	25/27	25/26

Standard Office Document Formats

45.	Identify placement parts of a business letter.	25/20	17/23	5/9
46.	Identify types of letter styles.	17/27	27/13	13/14
47.	Properly format all letter styles.	15/17	25/27	17/10
48.	Identify parts of a memorandum	38/36	12/15	7/3
49.	Properly format memorandum	27/32	18/18	12/4
50.	Identify parts of a table or chart	27/22	19/28	11/4
51.	Properly format a table or chart	17/23	24/21	16/10

Grammar, English and Proofreading

52.	Identify the characteristics of a good proofreader.	30/40	18/14	9/0
53.	Identify common types of errors.	27/39	12/21	18/4
54.	Recognize proofreading/editing marks.	23/29	18/14	16/11
55.	Write proofreading/editing marks.	25/31	20/15	12/8
56.	Identify and correctly use various punctuation marks.	27/32	18/23	12/9
57.	Identify and apply rules of capitalization.	33/39	19/22	5/3
58.	Apply spelling rules.	35/38	16/12	6/4
59.	Identify and apply rules for writing sentences.	30/35	14/15	13/4

Basic Desktop Publishing Information

60.	Identify desktop publishing terminology.	34/40	14/10	9/4
61.	List the components of desktop publishing.	30/41	17/10	10/3
62.	Describe the desktop publishing process.	29/42	15/20	13/2
63.	Describe desktop publishing procedures.	25/32	12/10	20/12
64.	Describe advantages of desktop publishing programs.	34/38	10/8	13/8
65.	Describe disadvantages of desktop publishing programs.	32/35	18/13	7/6
66.	List basic areas of planning when preparing a graphics document for desktop publishing.	13/11	27/29	17/14
67.	Describe four desktop publishing techniques.	28/31	10/15	19/8

		Introductory	Intermediate	Advanced
68.	Distinguish significant concepts of desktop publishing	23/20	19/23	15/11
69.	Describe ethical issues with desktop publishing.	27/28	14/18	12/8
70.	Describe legal issues with desktop publishing	27/20	16/27	14/7

Layout and Design Concepts

71.	Identify terminology related to layout and design	30/27	17/15	10/12
72.	Convert between scales/line gauge measuring systems	20/16	23/20	14/18
73.	List procedures to use when making a layout	15/10	29/26	12/18
74.	Match type and letter styles to message of layout	19/15	24/23	9/16
75.	Identify paper types and their uses	20/17	23/19	14/18
76.	Alter the page layout	13/10	19/28	25/16
77.	Center a title	25/22	17/18	15/14
78.	Define page with margins, paper size, and paper orientation	24/30	13/12	20/12
79.	Select a column layout	19/18	23/22	15/14
80.	Adjust columns in a layout design	10/8	28/32	19/14
81.	Identify the font which has been used for entering previous typed text.	20/15	17/23	20/16
82.	Create a layout using columns by setting width	17/12	23/27	17/15
83.	Create a layout using justification	19/16	20/20	18/18

Database Application Competencies

Educators 83

Bus/Industry 73

Creating

1. Explain the components of a database
2. Plan a database
3. Load a database program
4. Use menus and options within the program
5. Create a database file
6. Back up a database file
7. Activate a previously created database file

Introductory	Intermediate	Advanced
69/58	11/12	3/3
64/53	16/15	3/5
64/60	16/12	3/1
61/55	18/12	4/5
61/57	17/11	5/4
56/42	23/20	4/11
58/60	19/10	6/3

Editing

8. Correct errors in a database file
9. Delete records in a database file
10. Assign specific attributes to fields
11. Add records to a database file
12. Change records in a database file using the edit screen
13. Change records in a database file using an update query
14. Change records in a database file using the browse screen
15. Mark records for deletion using the edit screen
16. Mark records for deletion using an update query
17. Mark records for deletion using the browse screen
18. Unmark records using an update query
19. Physically remove marked records from a database file
20. Add/delete fields in a database
21. Copy data from one part of a database to another
22. Clear data within cells
23. Move data from one part of database to another

57/47	23/16	3/10
55/52	25/17	3/4
45/40	30/27	8/6
51/57	29/11	3/4
43/35	36/27	4/11
27/30	44/38	12/5
24/27	47/38	12/8
31/29	43/33	9/11
24/20	48/36	11/17
16/10	55/48	12/15
13/7	54/38	16/30
17/10	53/37	13/26
28/23	52/39	3/11
18/14	55/40	10/29
41/42	36/23	6/8
22/17	47/42	14/14

File Management

24. Display all records and all fields
25. Display only selected fields
26. Display only records meeting a given query condition
27. Use both simple and compound conditions
28. Count the number of records satisfying a given condition
29. Calculate sums and averages
30. Sort data in a specified order
31. Display the sorted records

39/43	36/21	8/9
31/25	42/33	10/15
22/17	45/34	16/22
11/5	53/25	19/43
16/12	52/42	15/19
17/15	52/35	14/13
25/20	48/40	10/13
26/21	48/38	9/14

File Management (continued)

- 32. Sort records on multiple fields
- 33. Describe the sequence in which records are sorted

Introductory	Intermediate	Advanced
15/7	46/34	22/32
12/5	50/45	21/23

Reports

- 34. Produce a report showing all records
- 35. Produce a report with specific records
- 36. Include only records meeting a given query
- 37. Arrange records according to sort command
- 38. Format data in the report
- 39. Implement subtotals in a report
- 40. View a database report
- 41. Name a database report
- 42. Save a database report
- 43. Print a report

23/20	39/45	21/7
20/16	40/45	23/12
15/13	41/42	27/23
24/21	40/35	19/17
19/12	42/33	22/28
11/5	46/38	26/30
32/27	36/32	15/14
37/31	32/28	14/14
39/41	32/20	12/13
38/40	34/21	11/12

Word Processing Competencies

Educators 80

Bus/Industry 90

Keyboarding

1. Formatting diskettes.
2. Using status, ruler, and menu lines.
3. Creating documents.
4. Creating backup files.
5. Using function keys.
6. Manipulating cursor movement/scrolling keys.
7. Using GO TO command.
8. Entering text.
9. Using hard returns.
10. Using wraparound.
11. Underling text.
12. Centering headings.
13. Centering lines.
14. Bolding, italicizing, and underlining
15. Creating forms.

Introductory	Intermediate	Advanced
20/55	25/30	5/5
42/40	29/35	8/15
55/60	28/15	2/15
42/40	27/33	11/17
42/52	30/27	8/11
50/57	25/26	8/11
39/46	22/27	19/17
42/49	38/41	0/0
60/65	20/15	0/0
60/70	17/19	3/1
56/62	15/15	9/13
48/55	22/31	10/4
52/48	25/29	3/13
60/66	18/20	2/4
10/17	25/36	45/37

Editing

16. Correcting errors by backspacing.
17. Deleting text.
18. Inserting/deleting characters, words, sentences
22. Selecting a block of text
23. Deleting a block of text.
24. Keying over existing text.
25. Reformatting text.
26. Searching for words.
27. Searching for formatting.
28. Searching and replacing text.
29. Searching and replacing formatting.
30. Searching with upper/lower case capability.
31. Searching using wildcharacters.
32. Searching using whole word capability.
33. Moving a block of text.
34. Moving columns with tables.
35. Copying text.
36. Using spell checking feature
37. Using cut and paste feature
38. Moving to the top of a document
39. Moving to the bottom of a document
40. Copying a block of text.

49/55	25/30	5/5
60/57	20/27	0/6
70/80	10/10	0/0
50/67	20/17	10/6
53/50	20/27	7/13
57/51	23/30	0/0
38/53	27/22	15/15
27/30	29/27	24/33
22/23	32/29	26/38
29/33	32/29	19/28
24/27	31/36	25/27
56/50	17/29	7/11
25/35	35/27	20/28
27/42	40/35	13/13
38/42	32/28	10/20
20/27	20/27	40/36
40/48	30/33	10/19
50/55	23/27	7/8
39/30	27/40	14/20
45/50	23/25	12/5
49/50	25/34	6/6
35/27	27/38	18/25

Formatting

41. Setting margins.
42. Changing default margins.
43. Setting tabs.
44. Resetting tab default.
45. Deleting tabs.
46. Setting decimal tabs.
47. Working with decimal tabs.
48. Setting tabs on the screen.
49. Setting tabs through menu.
50. Setting left and right tabs.
51. Inserting blank lines.
52. Using double spaced text.
53. Adjusting line spacing.
54. Working with line draw.
55. Centering headings over columns.
56. Inserting page breaks.
57. Inserting section breaks.
58. Using super/subscript.
59. Formatting with blocks of text.
60. Formatting letter/ memo.
61. Formatting reports.
62. Formatting tables.
63. Formatting forms.
64. Formatting envelopes.

File Management

65. Naming a document.
66. Storing document files to disk.
67. Retrieving document files.
68. Deleting document files.
69. Renaming document file.
70. Changing data drive.
71. Displaying directory of document files.
72. Copying a document file.
73. Appending two document files.

Printing

74. Printing an entire document.
75. Printing selected part of a document.
76. Printing current page.
77. Selecting proper printer setup
78. Printing multiple documents.
79. Working w/printer fonts and enhancements.
80. Printing using multiple trays
81. Printing with sheet or envelope feeder.
82. Working with printer commands.

Introductory	Intermediate	Advanced
48/52	20/25	17/13
35/42	30/37	15/11
34/42	27/34	19/14
25/40	26/23	29/17
42/51	25/29	13/10
28/33	33/27	19/20
37/40	27/37	16/13
48/50	28/33	4/7
34/45	42/36	4/9
39/41	23/29	18/20
56/63	16/20	8/7
40/48	34/36	6/6
45/40	25/39	10/11
20/18	30/33	30/39
36/41	25/27	19/22
52/48	17/25	11/17
26/17	30/40	24/33
25/20	35/30	20/40
50/48	21/28	9/14
48/53	23/32	11/5
38/46	20/27	22/17
25/37	30/30	25/23
20/35	25/33	35/32
30/32	25/29	25/29

70/83	10/7	6/0
60/69	15/17	5/4
47/52	20/27	13/11
52/47	18/32	10/11
37/43	27/38	16/9
45/49	23/32	12/9
42/51	28/32	10/7
42/50	28/28	10/12
25/20	27/30	28/40

60/70	20/11	0/0
50/60	20/23	10/7
50/65	20/20	10/5
40/47	27/33	13/10
48/53	22/26	10/11
30/20	20/36	30/34
27/25	34/39	19/24
21/25	27/32	32/33
25/29	30/38	25/23

83. Setting up page number position.
84. Printing multiple copies.
85. Printing envelopes/mailling labels.
86. Printing different sized paper.
87. Merging documents

Introductory	Intermediate	Advanced
27/25	34/39	19/24
47/58	18/26	5/6
34/42	24/33	22/15
27/35	30/32	23/23
25/38	20/27	25/25

Handling Clerical/Administrative Function

88. Composing text.
89. Proofreading.
90. Managing time.
91. Prioritizing work.
92. Organizing, correlating information.
93. Photocopying.
94. Collating and sorting material.
95. Using basic U. S. Postal service.
96. Using express mail.
97. Using electronic mail.
98. Using telecommunications.
99. Using networked equipment.
100. Using facsimile transmission.
101. Using teleconferencing.
102. Storing and retrieving paper records.
103. Storing and retrieving magnetic media.
104. Storing and retrieving microforms.
105. Storing and retrieving computerized records.
106. Using dictation/transcription machines.
107. Using dot matrix printer.
108. Using ink jet printer.
109. Using laser printer.
110. Using disk drives.
111. Using floppy disks.
112. Using hard disks.
113. Using CD-ROM disks.
114. Preparing boilerplate documents.
115. Preparing short and quick documents.
116. Preparing repetitive quick documents.
117. Preparing long, text-edited documents.

12/17	25/38	43/35
33/39	25/32	22/19
38/43	23/27	17/20
29/38	32/40	19/12
30/25	27/32	23/33
60/70	20/20	0/0
70/75	10/15	0/0
54/60	18/20	8/10
41/52	32/29	7/9
25/33	30/29	25/28
x15/12	36/40	29/38
13/10	23/29	44/51
25/38	38/40	17/12
17/23	28/36	35/31
20/38	33/29	27/23
25/28	32/35	23/27
27/33	35/39	18/18
22/27	33/38	25/25
25/38	32/37	23/25
20/32	38/45	22/13
20/28	42/42	18/20
20/27	37/41	23/22
48/51	20/25	12/14
60/80	20/10	0/0
50/55	17/20	13/15
12/10	27/39	41/41
10/7	23/38	45/45
28/42	22/38	32/20
24/35	28/33	18/22
25/23	23/38	32/29

Miscellaneous

118. Using help menu.
119. Performing spelling functions.
120. Performing thesaurus functions.
121. Performing grammar functions.
122. Performing style functions.
123. Performing math functions.
124. Working with columns and column functions.

60/70	17/18	3/2
45/52	20/25	15/13
20/30	30/41	30/19
20/30	30/38	30/22
10/26	35/40	35/24
10/26	35/40	35/24
25/36	30/39	25/15

		Introductory	Intermediate	Advanced
125.	Inserting text variables.	10/23	25/33	45/34
126.	Using Esc key.	30/34	25/39	15/17
127.	Converting upper/lower case.	25/31	35/40	20/19
128.	Working with multiple document files on the screen.	33/38	25/40	22/12
129.	Preparing endnotes or footnotes.	28/32	22/38	30/20
130.	Merging two or more document files.	33/38	27/40	20/12
131.	Using headers and footers.	29/33	30/39	21/18
132.	Working with hyphenation.	25/37	33/29	22/24
133.	Setting up automatic indexing.	17/36	27/35	36/32
134.	Setting up automatic table of contents.	12/18	40/38	28/34
135.	Sorting function.	20/25	35/41	25/24
136.	Repairing minor equipment malfunctions.	30/36	27/39	23/15
137.	Changing ribbon/toner on printer.	20/27	30/37	30/26
138.	Changing paper on printer.	20/53	15/21	10/16
	Caring for diskettes.	52/56	28/30	0/4
139.	Knowing word processing history.	57/51	20/29	3/10
140.	Knowing word processing terminology.	60/65	17/23	3/2
141.	Knowing word processing careers and career paths.	44/52	26/27	10/11
142.	Knowing the relationship of word processing to total information processing technologies.	40/49	30/31	10/10

Responding to Change: Elephants in Education?

In most business and educational organizations—especially successful ones—change often seems next to impossible. In life, change is inevitable. Yet repeatedly, individuals fail to recognize the need for change and to accept the challenges associated with change.

Examine the changes that have taken place in education during the past ten years. First, the subject matter has changed. The curriculum has been revised and courses have been modified to reflect changing technologies and job requirements.

Students have changed. Fear of failure to make good grades has been replaced by fear of bodily harm. Because of the technologies available today, students expect to be entertained while learning.

Society has changed. Today's worker is concerned primarily with his/her success and satisfaction, with much less concern for commitment to a company or job.

Yes, everything about us has changed—but have we changed the way we teach and educate our students? The question is not what is changing but rather how are we responding to change and have educational institutions been too slow in responding to the changes?

People—and organizations—are like elephants: both learn through conditioning and both are slow to change.

Let's examine the elephant. Young elephants in captivity are shackled with heavy chains attached to deeply embedded stakes. The young elephant learns its limits; it cannot move beyond the length of the chain. As the elephant becomes better trained and stronger, the trainer need not worry about the elephant pulling loose from the stake. Although it is certainly strong enough to do so, the elephant doesn't even try to move beyond the length of its chain. In fact, the trainer can remove the chain and leave only the metal band around the elephant's leg and it will not leave the confines of the chain's length. Elephants are conditioned to limit their movement with only a small leg bracelet attached to nothing!

People are conditioned in much the same way. By human nature, people resist change. Success ties us to the past. In Texas vernacular, "If it ain't broke, don't fix it!" However, the very factors that produced today's

success often create tomorrow's failure. Because of conditioning—training, experience, etc.—individuals know how far to move and when to stop. It is time to examine our reaction to change and to explore ways to break free from the shackles around our legs!

Change may be imposed or inspired. Inspired changes are proactive; imposed changes are reactive. Sometimes, it is easy to rest on our successes; however, that position may lead us to imposed changes. It is during our successes that we should inspire change. Be proactive and respond to change before it is imposed upon us.

To inspire positive change, we must examine our strategies, our people, and our resources.

- **New Strategies.** We need to review, revise, and reposition. Our teaching strategies should be targeted toward our consumer—the student. Our methodology should be multimedia-based; our subject matter should address critical thinking skills students need on the job.

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Happy Holidays!

OFFICE EDGE is published twice a year by the Extension Instruction and Materials Center under a grant from the Office Education Division of the Texas Education Agency.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION NO. 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Review of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific regulations of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies for most school districts;
- (2) operation of school bus routes or use as a non-segregated busing;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, unassigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a student or citizen residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

When a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education, and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

TITLE VI, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1972 EDUCATION AMENDMENTS, REHABILITATION ACT OF 1973 AS AMENDED; 19th AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations ensuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Responding to Change . . .

Continued from page 1

- **Key people.** Effect change by capitalizing on the talents and energies of those with whom you associate—colleagues, students, and, yes, professional organization members.
- **Focused resources.** Channel your resources—fiscal, physical, mental and emotional—into positive change. Be committed.

Change is not an event; it is an enjoyable and rewarding journey. Change is a process and not a destination. It never ends. Even in the grave, the body is changing.

Remember the elephant training parable. We are shackled with heavy chains attached to invisible stakes. The "We've

always done it this way" philosophy shackles us and limits our progress like the unattached chain around the elephant's foot.

Elephants, however, are intelligent. When the circus tent catches on fire—and the elephant sees the flames with its own eyes and smells the smoke with its own nostrils—it forgets its old conditioning and changes—frequently going out of control. As we continue to face changes and challenges in our profession, we must break the shackles that bind us to tradition and move beyond our stake and chain BEFORE the tent catches fire.

By Dr. Betty Johnson, 1993 TBEA President

Reference: Belasco, James A. *Teaching the Elephant to Dance: The Manager's Guide to Empowering Change*. New York: Plume, 1991.

Coping with Change—We Can Do It!

Coping with change requires most people to undergo four predictable emotional phases—denial, resistance, exploration, and commitment, according to Cynthia Scott, Ph.D., and Dennis Jaffee, Ph.D., leadership and organizational change consultants.

This cycle applies to changes in people's personal and professional lives. Many people deny the need to change despite the vast technological changes that are continually taking place.

Those who eventually decide the business world isn't ever going to be the way it used to be—things have changed—still may resist the idea that doing something new can make a difference.

Continuing to do things in the familiar way may be the path of least resistance, but it doesn't make the best use of our time. The only way we will thrive in this changing business climate will be to use our skills.

Source: Adapted from *Pro*, December 1992, p. 5.

Change the Name Contest

The *Office Edge* also needs a name change to more effectively reflect the merger between business and office education and our changing technology.

Any businesses and office education teacher, student or administrator is eligible to enter. A committee of business/office teachers and supervisors as well as business representatives will select the winner.

The winner will receive \$100. Please send or FAX your entries by March 1, 1994, to:

Jan Patton, Curriculum Specialist
1407 Maple
Commerce, TX 75428
FAX (903) 886-6499

Business & Office Notes

Of Special Note

Sally Wiedemann's office has been relocated to TEA's Hartland Plaza location. Her address and telephone number are the same.

Irma Flores has joined the TEA staff as education specialist. Her duties include curriculum, programs, in addition to being the State Sponsor of Business Professionals of America.

Dr. Betty Peace and her husband Roger Stembridge have accepted positions in the Peace Corps. They are in Vanuatu, one of the Fiji Islands.

Congratulations!

Gary Schepf was selected as TBEA Secondary Teacher of the Year at the 1993 Fall TBEA Conference in Longview. Gary teaches at Nimitz High School in Irving. He will be competing for national honors in Kansas City, Missouri, and for regional honors in Bismarck, North Dakota.

LaDean Houck was selected as VOETAT Teacher of the Year at the 1993 Summer Improvement Conference in Dallas. LaDean teaches at Lamar High School in Arlington. She will be competing for regional honors in Albuquerque, New Mexico, at the Region IV AVA Meeting.

Retirements

Bob Gordon retired officially as State Director of Office Education on September 30, 1993. He has, however, been retained by Lorraine Merrick as a consultant to work with both her and Sally Wiedemann towards the merger of business and office education. Currently he is going around to the various service centers presenting information about the proposed master plan and is enjoying his free time working with antiques.

Dorothy Baum, who retired in January, is enjoying all the UT events and loves all the "free" time she has now.

Both retirees were honored at a reception during the 1993 Summer Improvement Conference in Dallas.

Thank Yous

Nancy Humphrey and her committees for hosting the 1993 Texas Business Education State Conference in Longview. It was a Great Conference!

Dallas ISD Office Education Coordinator Verdene Austin, Business Education Coordinator Lou Withrow, and Hands-on Coordinator Donna Murray, for the excellent job they did in hosting hands-on computer sessions for the second year at the Summer Improvement Conference. They will also team up again for the State Business Professionals of America Conference in March 1994 and for the 1994 Summer Improvement Conference. You do an excellent job!!

Mildred Woerndel for assisting and coordinating all of the Fall Leadership Conferences for Business Professionals of America.

Events to Remember

Professional Organizations

MPBEA	
June 23, 1994	Bismarck, ND
NBEA	
March 20-April 2, 1994	KC, MO
NECC	
June 12, 1994	Boston, MA
Professional Improvement Conf.	
August 1-5, 1994	Loews, Dallas
Region IV, AVA	
April, 1994	Albuquerque
TBEA	
October 1-3, 1994	Killeen
TCEA	
February 8-12, 1994	Austin

Student Organizations

Business Professionals of America	
State Conference	
March 3-5, 1994	Loews, Dallas
National Conference	
May 7-10, 1994	San Francisco
Future Bus. Leaders of America	
State Conference	
March 3-5, 1994	DFW Hyatt
National Conference	
July 4-7, 1994	Anaheim, CA

Thoughts from Mark Twain

The easiest thing to decide is what you'd do if you were in someone else's shoes.



It's amazing how much pain a kid can stand if nobody saw him fall down.



There is no character, however good and fine, but it can be destroyed by ridicule, however poor and witless.



Copyright and Wrong—Do You Know the Law?

Copyright infringement is potentially the most likely and costly legal snare faced by the desktop publisher. The last major overhaul of U.S. copyright law took effect January 1, 1978. However, additional changes were made in 1980, 1984, 1986, and 1988. Despite the frequent changes, intellectual property attorneys Frederick M. Wilf and Bob Hughes say that Congress has a hard time keeping up with today's fast-paced and ever-changing technology.

Copyright law protects a work for the creator's lifetime plus 50 years, with a few exceptions. Anonymous/pseudonymous works and works-for-hire are granted protection for whichever is shorter: 100 years from creation or 75 years from publication.

Work-for-hire is defined as work done as a regular employee of a company and commissioned work that is specifically called work-for-hire in writing at the time of the assignment. Wilf notes that as a result of recent changes in the copyright law, there are now three basic assumptions:

1. As soon as a work is created and saved in any tangible medium, it is protected by copyright. This includes paper and pen (even a reporter's notes) and magnetic tape used for tape recorders. If a work is spoken, it is not copyrighted unless it is recorded because the tape is the tangible medium. If a work is on a computer screen only and unsaved, it is not protected by copyright because words on a screen are not tangible and aren't necessarily something that's meant to be kept. Words become tangible when they are saved to disk.
2. Registration of copyright is now optional. The creator of a work does not need to register the work to receive protection. However, a copyright must be registered before the infringement for the author to collect any damages.
3. Copyright notice is now optional. Previously, if the material was published without notice, five years were allowed to find and correct the problem before it entered the public domain. In the U.S., a copyright notice consists of three parts: the word copyright, abbreviation *copr* or the symbol ©; the year of the first publication, if the work is published; and the name of the copyright owner.

There are two ways material can enter the public domain: the creator of the copyright protected material may place it there, or the material automatically enters public domain once the copyright expires. This can be a long time.

There are all sorts of hidden copyright traps lurking out there, waiting to snare the unwary desktop publisher. The real danger presents itself when people bring us something they've photocopied or they want material lifted from a magazine or even from a BBS.

"Remember: If you know it's illegal, it's illegal. The fact that it's only a small number of copies makes no difference."



With today's photocopiers and electronic and computer technology, copies often reproduce better than originals. If there is no copyright notice on the work, the materials may be scanned without giving it a second thought. However, there is a good chance that the material is protected by copyright. If the client wants to reproduce and distribute a Garfield or a Snoopy cartoon, know it's copyrighted and registered. If the work is original, then we're on safe ground, since we're simply doing the job and returning the material for distribution as the client sees fit.

Today's technology makes it much easier to copy material, so the desktop publisher has to be more careful. A client should be informed that there's a risk of being sued for copyright infringement. Although you

want to please the client, you also have the right to refuse to print it. Many times copyright infringement is done on a small scale and, because of the cost of pursuing a case through the courts, it becomes more of a moral than a legal issue because nobody's going to sue a person who makes a single copy of a Garfield cartoon for a local publication with a circulation of ten. However, copying anything with a monetary value without permission, such as a brochure, musical scores, etc., leaves the door open to a lawsuit.

The small desktop publisher has several choices: You can have a policy that you accept no copyrighted material because it's an infringement; you can say something to your client (or not) and do the job anyway, realizing that you are running some risk, but taking into account how likely it is that the copyright holder will sue; or you can inform your client that you will do the job only after the client grants you indemnification.

Remember: If you know it's illegal, it's illegal. The fact that it's only a small number of copies makes no difference. However, if you didn't know, you didn't know, and that can be a good defense.

There is another common pitfall that shows up when a work is subcontracted to others, such as writers or graphic artists. The common conception is that because you paid for the work, you own it. However, you don't own the copyright unless you negotiated specifically for it. If a writer subcontracts work to a graphic artist, for example, the writer cannot assume that he or she can use the artwork for any purpose other than that for which it originally was intended.

Titles cannot be copyrighted, nor can ideas and facts—only your expression of them. While only the expression of an idea can be covered by copyright, any idea may be covered by patent, trademark, and trade secret laws.

Relying on a sense of what's fair is not a means of avoiding legal problems. When complying with certain technicalities of the copyright law, simply doing what you think is right and flying by the seat of your pants can cause problems.

Source: Adapted from "Copyright & Wrong," by Scott Anderson, Flash Magazine, August/September, 1993, Vol. 5, 2, p. 41.

Desktop Publishing Tips—You're a Typesetter Now!

Desktop publishing has been a boon in many ways. Writers can send their work directly to page layout without having someone else retype it, thus saving keystrokes. Admittedly, the technology has changed radically over the years, but certain principles remain the same—good grammar is still good grammar; good design principles are still good design principles, and printing presses still run the same way they always have. However some typesetting conventions frequently get lost along the way. It is immediately obvious when the text has been typed by a nontypesetter.

Typefaces—In general, serifed faces are more readable because the serifs help guide the eye through groups of words. The eye does not read letters, but groups of letters or words. This is why most newspapers and magazines use serifed faces. Serifed faces are all good choices for long documents. The non-serifed typefaces are used for heads, subheads, charts, and road signs.

- Don't use all caps en masse.
- Use appropriate leading; not too much or too little in relation to the size of the type. One point leading is a good rule of thumb.
- Watch line length, as wide margins tend to hinder readability.
- Don't mix typefaces on a page unless you are an expert. That is, unless you want your document to look like a ransom note.

Adobe or Monotype typefaces look better than TrueType fonts. The TrueType fonts do not appear to have the same fine pair kerning available with the Adobe or Monotype.

Ellipsis—The ellipsis (. . .) is used to indicate where words were omitted from a quotation. They work just as fine as 3 periods in a row when using Courier, a font with fixed spacing. Fortunately, there are many

- Use a minus sign instead of a hyphen for negative numbers.

Justification—Spaces no longer must be inserted between words in a sentence when using the desktop publishing justification feature. The program places the most space between sentences; then, space is added between words; and if there's anything left, some small amount of space is added between letters.

Bullet—The typewriter does not have bullets; therefore, an asterisk was used as a substitute. Using a bulleted list of items should help people understand what you write. Bullets will split dense text into shorter chunks.

For example:

- * 55% fewer errors
- 38% increase in the use of the material
- 30% decrease in reading time

Learning and applying good typographic and design principles will make your work look better. Most of us can learn enough typography to improve the look of our "stuff." It is also important to use the full capabilities of your computer and its programs. It's more than a glorified typewriter, and your output will look more professional. You're a typesetter now!

Source: Adapted from "The Truth About Type," by Jan R. Skinner, D Publisher, June, 1993; "How to Drive a Typesetter Crazy," by Sandra Bessen, D Publisher, August, 1993; and information from Communications Briefings, September, 1993, p. 3.

Examples

<i>Ellipsis</i>	. . .	vs. 3 periods in a row
<i>Em Dash</i>	—	vs. 2 hyphens
<i>En Dash</i>	-	vs. 1 hyphen
<i>Minus Sign</i>	-	vs. hyphen
<i>One space bar</i>		vs. 2 space bars
<i>Bullet</i>	•	vs. * asterisk

Table taken from D Magazine, August 1993, p. 2.

choices of fonts and, for the most part, they use variable spacing. The ellipsis should be: *Space Period Space Period Space Period*

If the quotation happens to end in a sentence at that location, an additional period is added.

Hyphen—Use an *em* dash where the hyphen is used in place of a comma.

- Do not add spaces before and after; do not type space hyphen space in any sentence.
- Use when a date sequence is involved: *July 7-14 or July 7—August 14*

Ten Ways to Increase Productivity in Your Classroom

- Build an atmosphere that stresses flexibility and helps students build their self-esteem.
- Realize that students are complex and don't produce well under simplistic autocratic rule.
- Allow students to make decisions in areas where they have responsibility.
- Involve students in planning class activities.
- Uncover the obstacles that have been blocking ideas.
- Remember to give your students that good old-fashioned "pat on the back." Studies indicate that, more than anything, this increases their motivation.
- Provide your students with immediate feedback to help improve performance. Feedback is also most effective when it follows a specific performance.
- Allow students to talk while working on projects.
- Provide students with an opportunity to visit with you on a one-on-one level. Studies indicate that this substantially affects personal satisfaction and has an effect on performance.
- Ask yourself: "Would I want my daughter or son to be in this class?"

Source: Adapted from Communications Briefings, September, 1993, p. 1

90s Manners for Business: Managing to Get Along

In the rough-and-tumble business world, good manners may rank low on the "must do" list of many business people. Although professionally accomplished, many lack the basic skills in business etiquette.

Letitia Baldridge's *New Complete Guide to Executive Manners* addresses behavior in workplace situations that would not have arisen in years past. Topics discussed include sexist language, the HIV-positive employee, male employee-female boss problems, and working with diverse groups of people. She also addresses "electronic manners."

Communication is what's suffering the most—the way we talk, write letters, handle the telephone, and use electronic devices. Ms. Baldridge says people who let their electronic devices run amok in public are just trying to call attention to themselves and look important.

The faxing of personal messages or things like wedding announcements should also be avoided at all times. It is important not to forget that what is sent to somebody else, whether it's on the phone or on E-mail, comes out on the other end as us. If the fax comes across in a shoddy, unattractive way,

that's the way people are going to think of you.

Speaker phones should be used only when a conversation involves several people in the same room. Speaker phones have an irritating sound and compromise the privacy of the conversation.

Conversation is important. The ability to articulate is how you please people and make friends in the workplace. People will go to bat for you because you have manners.

Source: Adapted from Frances Taylor, *The Dallas Morning News*, Sunday, October 10, 1993, p. F-1.

Texas Computer Facts

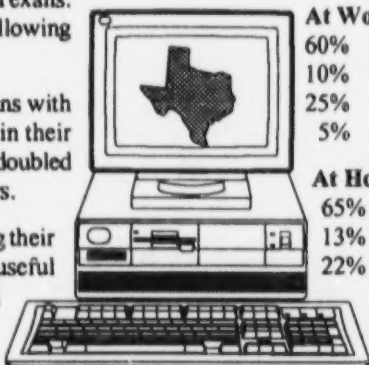
A computer usage study was conducted July 9-18, 1993, by the Public Policy Research Institute of Texas A&M University. The telephone poll included a scientific random sample of 1,006 adult Texans. The study indicated the following facts:

1. The number of Texans with personal computers in their homes has more than doubled in the past nine years.
2. Texans are now using their home computers for useful purposes rather than playthings.
3. People who use computers at work often buy computers for their homes. The poll indicates that they use their home computer for:

40% word processing
16% continuation of office work
15% games and entertainment (was 35% in 1984)

Texans use their computers at work for:
10% word processing
18% data entry
14% general office management
13% information retrieval
12% accounting

More than half of Texans use computers at work. IBM and their clones make up most of the personal computer market in Texas.



At Work

60% use an IBM or IBM clone
10% use a Macintosh
25% use other systems
5% aren't sure what kind it is

At Home

65% own an IBM or clone
13% own a Macintosh
22% aren't sure what kind it is

The poll found that people of all ages are using computers. Those between the ages of 45 and 61 reported using a computer at work as often as people under 30.

45% of those between the ages of 30 and 45 reported using a computer at work as often as people under 30.

32% of those between the ages of 45 and 61 use a computer at home.

Source: Adapted from *The Harte-Hanks Texas Poll*, by Scott Williams, *Greenville Herald Banner*, Thursday, August 5, 1993, p. A-14.

Please Spread This Information

(Present this to your students to see if they can solve this mystery.)

First Clue

What . . .
topples governments;
wrecks marriages;
ruins careers;
destroys reputations;
causes heartaches, nightmares, and indigestion;
spawns suspicion;
generates grief;
makes innocent people cry in their pillows; and
makes headlines and headaches.

Second Clue

Its name hisses.

Answer

Gossip. Remember: before you repeat a story, ask yourself: "Is it true? Is it fair? Is it necessary?" If not, "shut up."

Source: Adapted from *Communications Briefings*, October 1993, p. 3.

Networking Your Way To Success

Networking is a word used today to describe an ancient skill. If you have ever asked a friend where she bought her clothes or asked a neighbor if he knew a good plumber, you have networked. *Webster's New World Dictionary* defines a *network* as "a group or system of interconnected or cooperating individuals."

Our personal networks includes family members, friends, neighbors, co-workers, club members, doctors, lawyers, accountants, church, school, civic, sports, and social associates. We could list hundreds of people we know or come in contact with periodically. Each of those people knows hundreds of other people.

How Does Networking Work?

As long as your network consists only of people with whom you have a polite and reserved acquaintance, it will not do much for you. The dynamic possibilities become apparent when people form alliances to achieve goals.

Most of us don't hesitate to "ask around" in order to help someone find a medical specialist or an apartment. However, we may be reluctant to use networking as a means of finding ourselves a job, getting a promotion, or launching a new career. We don't want to be "pushy" or to "take advantage" of our friends. That sort of thinking isolates us and blocks reciprocal helping among friends and co-workers.

In *It's Who You Know* (Pfeiffer & Company, 1993), author Cindy Chin-Lee says networking can help when other methods have not worked and you want change.

Employment experts repeatedly report that 80 percent of job openings are filled through personal contacts, 10 percent through classified ads, and 10 percent by recruiters and employment agencies. If people find 80 percent of new jobs through networking, then we may assume that many changes within organizations, lateral transfers, and promotions to other departments are accomplished in the same way. If this is

true, we need to learn all we can about networking.

Principles of Networking

1. Be open and flexible.

Be alert for new opportunities. Expand your thinking to encompass new ways of using your experience, interests, and education. Be flexible in how you use information you acquire.

2. Be organized.

Determine a system to record contacts, results of contacts, and possibilities for future contacts before gathering information on job leads or special interests. Keep both a Rolodex address file and a business card file to help you remember names and where you meet people. In order to make exchanging information simpler, design your own business card.

An answering machine is helpful, however, for people who are out frequently and want to receive messages. Consider leaving a professional-sounding message on the tape.

3. Networking is reciprocal and ethical.

You join a network to gather information that will help you achieve some goal, but networking requires reciproc-

ity. You must help others in your network whenever you can. People who don't reciprocate soon find that others aren't eager to continue to help them.

"The best way to reciprocate, is by acknowledgment and remembering the people who helped you." If possible, try to think of some way you can return the favor by sharing your own special skills or some useful information—if you cannot return the favor, you can show appreciation through a short letter, a special phone call, or a modest gift. These simple gestures show your gratitude for the information that helped you reach a particular goal.

Building and Expanding Your Network

Since your time and energy are limited, you cannot follow up and interact with everyone you meet and vice versa, so focus your best efforts on people with whom you share a common interest. Networking can be just as important to the accomplishment of career goals as skills, training, and experience.

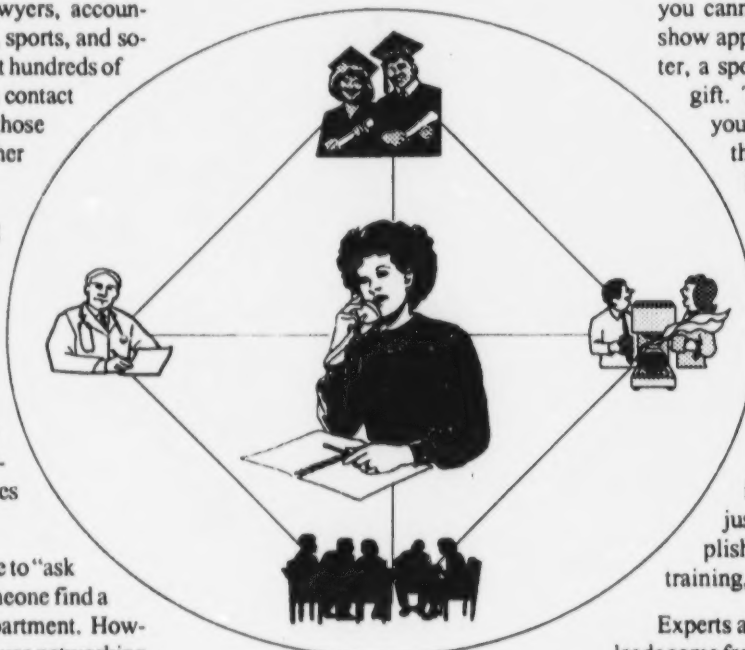
Experts agree that sometimes good job leads come from the weakest contacts. Chin-Lee writes, "You are more likely to find a job through information from a casual acquaintance than through information from your best friend." Weak contacts are in touch with others who are strong contacts.

Be Persistent

Once you have met people who can help you, keep in touch with them. Send thank-you notes, personal letters, birthday cards, newspaper clippings on topics of mutual interest, or take them to lunch. Through repeated contacts you can transform mere acquaintances into allies, mentors, and friends.

Chin-Lee adds, "Use your network as a safety net. If you ever trip on the high wire of life, your personal network will ensure that you land safely and bounce back to ever greater heights."

Source: Adapted from *The Office Professional*, October 15, 1993, p. 2.



Forbidden Phrases to Avoid First Impressions in Business

Sometimes, the most costly business mistakes can happen in only four to six seconds upon making a new business contact. Here are five forbidden phrases you don't want to use.

- **I don't know.** Never utter these words! If you don't know, find out. **Instead:** *Gee, that's a good question. Let me check and find out.*
- **We can't do that.** **Instead:** *Boy that's a tough one. Lets see what we can do.* Then find an alternative solution.
- **You'll have to.** Remember, the only thing that a caller has to do is die and pay taxes. **Instead:** Use phrases such as *You'll need to* or *Here's how we can help with that* or *The next time that happens, here's what we can do.*
- **Hang on a second, I'll be right back.** **Instead:** Watch what will happen if you tell the truth. *It could take me two or three minutes to get that information. Are you able to hold while I check?*
- **No,** at the beginning of a sentence is useless and conveys total rejection. Most sentences are grammatically correct without the word. **Instead:** Turn every answer into a positive response. *We aren't able to refund your money, but we can replace the product at no extra charge.*

Source: Adapted from *the Communicator*, Ragan Communications, 212 W. Superior Street, Chicago, IL 60610. p. 1.

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Business and Office Education . . . Moving into the Year 2000 Together!!!

*Sally Wiedemann, Director of Business Education
Irma Flores, Director of Office Education*

The following information is derived from the question and answer document that was prepared for the 17 regional merger meetings, in order to respond to questions and concerns of teachers and administrators. It is designed to assist the local school districts in facilitating a smooth transition of merging Business Education with Office Education in the division of Career and Technology Education.

While the document is not purported to be complete, it does reflect the discussion items of the task force, as well as the questions received in the state office from school districts and teachers. Some of the concerns will be deferred to a later time, as many require extensive consideration.

The questions that garnered the most attention involved certification curriculum and funding. Brief summaries follow.

1. Will districts have to let go of any of their business teachers?

It was never intended to do away with courses or cause any teachers to lose their jobs. Any changes in courses will come after the biennium; therefore, for the 1994-95 school year, districts may continue offering all the courses currently being taught. The same teachers may continue teaching them. Changes in assignment criteria were approved by the State Board of Education in the Spring of 1993, and provide for crossover teaching. This means business education teachers can teach in office education and vice versa, if guidelines are met.

2. What are the two types of funding and the difference in what each type pays for?

The two types of funding are federal and state funding. The Carl D. Perkins funds, commonly referred to as federal funds, are budgeted annually through the school district's annual application process for Career and Technology Education. Most school districts in the state receive these funds; however, some districts do not generate the minimum \$15,000 required, and need to form a consortium with other districts to expend federal funding.

Federal funds are budgeted by school districts for teacher inservice, travel, equipment, and supplementary services for students, tech-prep, etc. A complete listing of authorized use is provided in the Career and Technology application guide for Carl D. Perkins funds.

State funds for Career and Technology Education are distributed to school districts on the basis of the number of contact hours generated by eligible students enrolled in Career and Technology Education courses during the school year.

To receive contact-hour funding for eligible courses, the school district must submit a list of courses for approval through their annual application for Career and Technology Education. Business/office education courses that have identical titles (blended courses) can be included in the school district's 1994-95 annual application for Career and Technology Education. Funds generated must be used in maintaining and expanding Career and Technology Education. *Together, Continued on Page 7.*

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Have a Great Summer!!!

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964, THE MODIFIED COURT ORDER, CIVIL ACTION 1281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Review of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 1281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) segregation policies for most school districts;
- (2) operation of school bus routes or use on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

When a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education, and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 1281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

TITLE VI, CIVIL RIGHTS ACT OF 1964, EXECUTIVE ORDERS 11346 AND 11375; TITLE IX, 1972 EDUCATION AMENDMENTS, REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDED THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM VETERANS READJUSTMENT ASSISTANCE ACT OF 1975 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations ensuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits, or participation in any programs or activities which it sponsors on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all potential groups.

School-to-Work

Karen Clark
Regional School-to-work Coordinator

The United States is the only industrialized nation that lacks a comprehensive and coherent system to help its youth acquire the knowledge, skills, abilities, and information about the labor market necessary to make an effective transition from school to career-oriented work. Three-fourths of America's high school students enter the workforce without college degrees. Many of them do not possess the basic academic and occupational skills necessary for the changing workplace, or to pursue further education.

In order to create a universal, high quality school-to-work transition system that enables young Americans to identify and navigate paths to productive and progressively more rewarding roles in the workplace, the Secretaries of Education and Labor have developed and established the School-to-Work Opportunities initiative. This initiative, based on proposed legislation introduced last year in the congress as the "School-to-Work Opportunities Act of 1993," authorizes, under current legislative authority, the Departments of Education and Labor to competitively award grants to develop and implement statewide School-to-Work Opportunities systems in every state. Further, it enables the two Departments to competitively award grants to local partnerships to operate local School-to-Work Opportunities programs.

The School-to-Work Opportunities initiative is proceeding on two funding tracts (1) during fiscal year 1994, the initiative is being funded under current legislative authority in the Job Training Partnership Act and the Carl D. Perkins Vocational and Applied Technology Education Act; and (2) for fiscal year 1995 and beyond, it will be funded under proposed legislation, the "School-to-Work Opportunities Act of 1993." The funds will be made available through a grants program administered jointly by the Department of Education and the Department of Labor that consists of:

- (a) State Development Grants, awarded to each state for developing a statewide School-to-Work Opportunities plan;
- (b) State Implementation Grants, awarded competitively to states that can demonstrate substantial ability to begin full-scale operation and implement the Statewide plan;

- (c) Local Partnership Grants, awarded competitively to localities that are prepared to implement School-to-Work Opportunities programs;
- (d) High Poverty Grants, awarded competitively to local partnerships to support the development and implementation of School-to-Work Opportunities programs in urban and rural areas of high poverty; and
- (e) Grants for Territories and Native American programs, to support School-to-Work Opportunities programs in the territories and for Indian youth, respectively.

The School-to-Work Opportunities initiative is designed to build, in every state, a comprehensive statewide system which is made up of local programs in all geographic areas of the State. The initiative was designed in this way because it is at the state level that consistent high learning and portable credentials for all students can best be ensured, and it is at the local level that students are ultimately reached and served. The proposed legislation continues funding with a phased-in method that allows states to "come on-line" at different points in time, depending on each state's readiness to undertake broad-scale change, and on the availability of funds.

The School-to-Work Opportunities initiative provides for a substantial degree of state and local flexibility and experimentation, but all state systems and individual local programs will share several common features and basic program components. (Although the final legislation may contain slight definition changes, the core concepts are expected to remain.) The basis of the School-to-Work Opportunities system is three-fold and includes: the integration of work-based and school-based learning, the integration of occupational and academic learning; and the linking of secondary and postsecondary education. School-to-Work Opportunities programs will result in students attaining a high school diploma, or its equivalent; a certificate or diploma recognizing successful completion of one or two years of postsecondary education, if appropriate; and a skill certificate. Finally, all School-to-Work Opportunities programs must incorporate work-based learning, school-based learning, and a variety of connecting activities.

For more information regarding the School-to-Work initiative, contact Karen Clark, Regional School-to-Work Coordinator, 525 Griffin Street, Room 317, Dallas, Texas 75202.

WordPerfect 6.0 DOS Certification Workshop

Learn WP 6.0 DOS

A workshop will be offered by Fort Worth ISD teachers Sondra Ratliff and Mary Louise Mann, who have been actively involved in site testing WordPerfect 6.0 DOS Certification Curriculum since June, 1993. Their expertise includes testing the Essentials and Business Certification levels. Several of their junior and senior students have become WordPerfect Certified at both levels. The instructors will share their trials and tribulations, as well as their enthusiasm for the material.

If you haven't updated to WP 6.0 DOS, you are missing the numerous advantages the new version offers. The curriculum job tasks and feature modules developed by WordPerfect are excellent in teaching WordPerfect skills while performing realistic job tasks. WordPerfect and Southwestern Publishing have jointly prepared these materials that will be ready for your fall programs.

Take one of the following opportunities to learn the curriculum before next Fall by attending one of the workshops offered. Take the opportunity to become Essentials Certified.

Dates of the WordPerfect 6.0 DOS Workshop Fort Worth, Texas

June 13 - 17	8:00 - 3:00
June 20 - 24	8:00 - 3:00
June 27 - July 1	8:00 - 3:00
July 25 - 29	8:00 - 3:00

Events to Remember

Professional Organizations

NECC	June 12, 1994	Boston, MA
MPBEA	June 23, 1994	Bismark, ND
Professional Improvement Conf.	August 1-5, 1994	Loews, Dallas
TBEA	October 1-3, 1994	Killeen
AVA	December 9-13, 1994	Dallas

Student Organizations

Business Professionals of America
*Congratulations to National
Conference Winners in San
Francisco!*

Future Bus. Leaders of America
*Good Luck to State Conference
Winners in Anaheim, California
July 4-7, 1994*

WP 6.0 DOS Registration Form

NO on-site Registration

\$80/30 Hours \$10 Late Fee if less than one week prior to the workshop

[Mail early; enrollment limited to 32 per class, checks payable to FWISD, Phone (817) 871-2745]

Last Name _____ First Name _____

School District _____

School Address _____

Work Phone () _____ Home Phone () _____

Home Address _____

Experience with WordPerfect: (Check all that apply)

☐ None ☐ WP4.2 ☐ WP5.0 ☐ WP5.1 ☐ WP 5.2 ☐ WP6.0

MAIL TO:

Mrs. Jean Lane
Fort Worth ISD
100 North University
Fort Worth, TX 76107

Work Experience Curriculum: Merton? Where in the

By Gary L. Schopf
Nimitz High School, Irving, Texas

Ten hours away and across the Atlantic Ocean rests a community, a borough, the size of Irving, Texas, which is a suburb of a major city like Dallas. Just south of London, England, lies the Borough of Merton, a community of 37 first schools (ages 3-9), 14 middle schools (ages 8-13), and 9 high schools (ages 12-16), with Merton Sixth Form College (ages 16-18), Merton College (ages 19 and up), and Wimbledon School of Art, as schools for further education. As part of the Merton/Irving Teacher Exchange Program, sponsored by Irving Schools Foundation, Irving Friendship Foundation, and Irving Sister Cities, it is here that I spent three weeks in the summer of 1993 studying the education system of Great Britain with emphasis on developing a computer link for students between Merton and Irving. What I found in England's curriculum for vocational education would be a challenge for Texas.

Vocational Education: England's View

All students are expected to enter the job market at sometime during their life. Even though it has trouble fitting into a student's educational program, vocational education exists. The National Curriculum of England does address vocational education; however, due to the tight requirements of the curriculum, scheduling it becomes a challenge. To gain an understanding of a course of study in England, take a look at Rowan High School's Year 10 (similar to our 9th grade) program for 1993 (shown right).

As a means of introducing vocational education to Year 10 students, a course entitled "Diploma of Vocational Education Foundation Course" is offered.

The course involves working both in and out of school. Outside visits are arranged through links with local business and industry, and with the youth service. All students undertake work experience and learn the skills for adult life and work, so improving their confidence and understanding of society. The Foundation Course caters for the whole ability range, and is taught through a series of case studies, including European awareness. There will be the opportunity for a visit abroad.²

As a student applies, and is accepted at Merton Sixth Form College, the curriculum opens up with a Certificate of Pre-Vocational Education.

The Certificate of Pre-Vocational Education is a route, way of (1) exploring a variety of career options, (2) building upon your skills and talents and gaining more, (3) experiencing a high level of achievement in practical and theory work. You will carry out extensive, in-depth studies of industry and the jobs available; you can do work experience almost anywhere you wish, you will acquire experiences and qualifications useful for higher level courses or employment. You will be encouraged to develop an impressive portfolio of work, which will help you in interviews for employment or further education.³

No matter how limited the program may appear, the English system does require a student to participate in a program that Texas might want to investigate and implement, called "Work Experience."

Work Experience: A Twist on Cooperative Education

"Real work experience" is an activity undertaken by all students in June in the 10th year. For a period of two weeks, students carry out particular jobs/occupations as would a regular employee, with the emphasis on the educational rather than the vocational elements of the experience. The value of work experience can be summarized in the following ways:

Personal and Social Development—Students gain in maturity from working with adults of all ages. They can learn by experiencing employer's expectations and the social skills which are needed in the workplace. The importance of responsibility, commitment, punctuality, and personal appearance are more effectively learned through first-hand experience in and outside the working environment.

Attainment in Individual Subjects—Work-related activities can offer valuable opportunities to enhance and enrich the subjects which are being learned in school, and students are more easily able to understand the relevance of their studies.

Year 10 Course of Study

Number of Lessons	Courses
6	English
5	Mathematics
8	Science
4	Technology
4	Humanities (Geography or History)
4	Modern Foreign Language (French or German)
2	Physical Education
1	Religious Education
2	Personal & Social Education
4	CHOOSE ONE: Art, Business Studies, Diploma of Vocational Education, Second Language, Humanities, and Music

CLASS TIME: 40 periods per week, with some double periods of 75 minutes.

PLUS: Courses include work experience, work shadowing, mini-enterprise.¹

Development of Economic Awareness and Enterprise Skills—Simulations in school, including mini-enterprise schemes, can be related to actual business situations.

Students Learning About the World of Work—The experience will help to remedy misunderstanding and misconceptions about entering work after school, and will assist students in their decision-making.

Workplace Activities—These should embody the principle of equal opportunity. They should avoid gender or ethnic occupational stereotypes.⁵

The whole program is under the control and guidance of Robin Stillman, Director of Project TRIDENT. "TRIDENT is an organization of opportunity, designed to help young people between 14 and 18 years of age, regardless of ability or background, to adjust to life beyond the classroom."⁶

World is Merton?

On a rainy English day, I had the opportunity to learn first-hand about work experience and TRIDENT by interviewing Mr. Stillman and Tara, a young lady who impressed me as being extremely mature and excited about her two week experience. Tara, a student at Rowan High School, was dressed as a professional, carried herself better than many older students and expressed herself with a level of confidence not usually seen by young people who have been in our cooperative programs for a semester. She stated that many students do not like the job they get, and that two weeks was too long for them; however, she loved hers and would really like to stay longer.

I asked Tara about her dress, which was very professional for her age, and she stated that since she was working in an office that she chose to dress as anyone would who had a position such as hers. Later, I had the chance to see her in action during a tour of TRIDENT's office. Her professional telephone voice, method of communicating with others, computer skills, and knowledge of the office was quite impressive. All of this office professionalism being demonstrated by a young lady of 15 or 16 in a job with no pay and which she had only for two weeks.

You see, "work experience" means holding down a job for two weeks all day without pay, just to meet the requirements of the curriculum. The student must be interviewed for the job, get to the place of work on their own, do the job, and return home. During the two weeks, the student does not go to school or have homework. They are visited and evaluated by a teacher-adviser approximately twice; however, there is no quitting the job because they do not like the work.

A week later, I spent an entire morning with the Year 11 students of Rowan High School who were returning to the classroom setting from their work experience program. This "debriefing" gave the students the opportunity to share their experiences with their peers and to have closure on the activity. Many students expressed concern that they were asked to get coffee and tea for their employers, while others felt lost due to being away from their peers. Many ate their lunches by themselves and missed being with people their own age. Some were bored, while others expressed excitement as they were given responsibilities that gave them the opportunity to demonstrate their level of maturity and skill.

Certificate of Pre-Vocational Education

Vocational Areas

- 1-Business and Information Studies
- 2-Services to People
- 3-Technical Services
- 4-Production
- 5-Distribution

RSA Vocational Skills

Word Processing-Keyboarding4

Some students found that the job they had would not be one that they would consider in the future, while others were ready to begin planning for that type of career. The information gained through the "debriefing" was valuable to me, for I heard the students' views of having a job, not that they had to be involved in the work experience program, but that they were actively participating in a part of the English curriculum that is required and beneficial

to being a totally educated student.

Work Experience: A Texas Requirement?

More and more emphasis is being placed on Texas students to be prepared for college. Are all students leaving high school and going to college? No, and there is evidence that even among those who do, many drop out during their first year, even during the first semester. If they leave the college program, where do they go? They enter the workforce. Are they prepared for work? No; especially when they take as many "core" courses as they do without taking any career and technology education courses while in high school.

Should we be preparing students for college? Yes; however, we should also be preparing them for life. We hear of school districts requiring community service as part of their graduation requirements. Why not require work experience in order to introduce young people to the workplace and what is expected of them when they leave high school, or even when they graduate college...it works in England.

Work Experience—can it work in Texas? Yes, as long as the business community, local school district, and parents work together and ensure that Texas students are prepared for every aspect of life. **Work Experience**—the Texas experience for a lifetime.

Works Cited

- 1 Rowan High School Year 10 Courses, 1993, page 3.
- 2 Ibid., page 15.
- 3 Merton 6th Form College Prospectus, 1992-93.
- 4 Ibid.
- 5 Rowan High School Policy Document No. 1, 1992, page 16.
- 6 TRIDENT - Organizing Work Experience: A Practical Guide. Town House Productions, London, 1993.

Farewell, but not Goodbye . . .

As of June 30, 1994 the curriculum centers around the state will no longer be developing curriculum. They will, however, be open for purchase of previously developed curriculum products. Call EIMC at 1 (800) 252-3461 or EDTC at 1 (800) 356-3382.

Business/Office Education has been a major part of my life for the past 22 years. Fifteen of those years have been spent in the classroom, and the last seven have been spent working for and with you, the dedicated teachers of business/office education.

During the past seven years I have had the pleasure of working with you on the curriculum and with the various conferences. Over these years, more than 65 curriculum documents were developed to

assist you in your classroom planning. There have also been six editions of the *Office Edge* newsletter produced, which provided me with the forum to keep you updated about the changes in TEA, and new products and ideas. In addition, I have tried to provide you with answers to your curriculum, conference and other questions, or have led you to the right person to secure the answers.

I am sure that I will remain active in the professional organizations, but at this time I do not specifically know what I will be doing in the future. Thanks for the great memories; I know I will be seeing you in the near future.

Jan Patton

The Peace Corps: Teaching in . . . Vanuatu

*Dr. Betty Peace
Former Teacher-educator*

Peace Corps! Vanuatu! Teaching! Wow! What a difference. Before entering the Peace Corps, I knew a large number of volunteers were assigned in third world countries. I thought, too, that I was well-informed about life and conditions in third world countries. However, what I did not realize was that the experience would result in profound changes in my attitude and philosophy toward life.

When the Peace Corps Office in Washington D. C. told me that I had been invited by the Republic of Vanuatu to serve as a teacher of English as a second language, I was ready. However, I had never heard of Vanuatu. Immediately, I looked on the world map and discovered that Vanuatu consisted of a group of small islands located in the Southwest Pacific. From further searching, and from information provided by the Peace Corps, I learned that Vanuatu was formerly known as the New Heribides.

Within five weeks I was in Vanuatu. Although the country consists of approximately eighty islands, most of the population lives on about seven larger islands. I was assigned to a secondary school in the capital city of Port Vila, located on the island of Efate. Here I was, living on an island in the South Pacific, surrounded by emerald-blue lagoons, coconut trees, and a night sky illuminated with the southern cross. While this may sound romantic, the reality for Peace Corps volunteers working in a third world country comes from the differences in social, cultural, economic, and healthy lifestyles of the indigenous people of that country and America. I had no car, no telephone, no TV and most of the time, no radio. Eventually, I hardly missed these things.

Vanuatu is a country still entrenched in its past—with villages, chiefs, and land divers, definitive male and female roles, superstition, and poverty. It is also a country whose primary economic resource is the tourist trade, with more than eighty cruise ships a year visiting its main ports. Vanuatu is a country which depends on imports for most of its commodities and foods. It is also a country which, perhaps, has the most sophisticated telephone system in the world, yet ironically, few of the Vanuatu people have telephones. Vanuatu is a country like so many other countries of the world today, undergoing a dynamic change, yet, desiring to keep alive a part of its age old culture.

The settlement of the New Heribides by the French and the British resulted in a consortium government which lasted until 1980, at which time the New Heribides became the Republic of Vanuatu. Because of the presence of the French and British, education in Vanuatu is based on the European system. Public education is provided through the sixth grade. Students desiring to attend secondary school, must take an examination, and the top ten percent are admitted. Parents must help pay for their child's education. To enter higher education, students must take another examination during their twelfth year, scoring within the top ten.

The secondary schools in Vanuatu are co-educational. Because students come from the various islands of Vanuatu, the secondary schools have both day and boarding students. In the school where I was assigned, students wear uniforms: white shirts and black pants for boys, light blue blouses and dark blue skirts for girls. The Vanuatu women do not wear shorts or pants, only dresses, or skirts and blouses. Customs in Vanuatu discourage any socializing between the sexes. Girls sit on one side of the classroom and boys on the other. School begins at 7:30 A. M. and ends at 4:00 P. M. However, courses are arranged similar to colleges in the states. There are no study halls, no coke or candy machines or concession stands. All students eat lunch in the lunch room. Students do not drive cars to school. Very few secondary students know how to drive or have access to automobiles. Day students either walk to school or ride public transportation consisting of vans owned and operated by the drivers.

All students help with the upkeep of the campus. This involves sweeping classrooms and walkways, clearing flower beds, and clearing out overgrown bushes. They clean the lunch room busing and washing their own dishes. For entertainment, students play basketball or volleyball. For boarding students, programs are planned each Saturday night. Such programs may include a video. The school does have the capability to show video tapes. However, television programming is very limited and requires a satellite dish. Very few of the Vanuatu have the resources needed to buy satellite dishes. Girls and boys do not date as they do in America. To be seen socially together means they are considering marriage.

As a teacher in Vanuatu, I found that teaching materials and supplies were very limited. Paper is a scarcity. It has to be imported, and it is expensive. The most difficult part of teaching for me was that most of the subject matter in texts and supportive literature was centered around England, Australia, New Zealand and the South Pacific. There was no equipment available to prepare visual aids. Only one spirit duplicator was available for the use of all the teachers. On the otherhand, I found the students to be very alert. They were knowledgeable about their country, the land, the trees, and the sea. Many could speak English, French, Bislama (the national language) and their village custom language. They were attentive, courteous, and responsive.

Yes, life is different in Vanuatu. Through the Peace Corps, we bring a little of America and a little of our experience to a third world country. But, perhaps, we gain far more than we give. For it is through living and working with the people of a third world country that we can appreciate, understand, and accept a culture very different from our own—and, at the same time, gain a deeper appreciation of America.

Congratulations!!!

Irma Flores has recently been named as the State Director for Office Education. She joins Sally Wiedemann, State Director for Business Education. In the Career and Technology Department of TEA.

Together (Continued from p.1)**3. What is the process for obtaining funding?**

To receive state and federal funds, the annual application must be completed upon receipt from the Texas Education Agency. This application will include, among other information, a description of the district's overall plans for Career and Technology Education, targeted campuses or programs, lists of courses, coherent sequences, and identification of special populations. This information is then crunched into a formula, which then provides the amount of funding.

4. Can a sequence of courses be provided by the Agency in the annual application?

No, it is the responsibility of the local district to identify the occupational areas for which training will be provided. A sequence of courses is based in preparations for an occupation that will lead to employment or entry into a postsecondary institution. Courses are developed with input from businesses that will prepare the students for employment or entry into higher level preparation at the postsecondary level.

5. What business courses can be funded? In 1994-95? In the next biennium?

Business/office courses that have identical titles (blended courses, i.e. Business Computer Applications, Business

Computer Programming) can be counted for contact-hour FTE funding. The school district must submit those courses in their annual application for Career and Technology Education in order to receive the funding or amend their application.

Business courses that are not eligible for contact-hour funding, but are identified in a coherent sequence may

The current PEIMS numbers for business education and office education will remain the same for the 1993-94 school year and for next school year, 1994-95, except for blended courses (see previous question). The blended courses should all be reported under the Career and Technology Education number in order to receive contact-hour/FTE funding.

Business and Office Courses

Course Name	Grade Level	Unit Credit	PEIMS#
Keyboarding	7-8	1/2-1	03703200
Career Investigation	7-9	1/2	03703100
Career Investigation, Occupational Orientation	7-9	1/2	16000300*
Introduction to Business	9-10	1/2-1	03701900
Record Keeping	9-10	1/2-1	03700800
Keyboarding/Word Processing	9-10	1/2-1	03702000
Microcomputer Applications	9-10	1/2-1	03701800
Business Office Services CVAE	9-12	1-3	12670500*
Business Office Services VEI	7-12	1-3	13670500*
Business Office Clerical CVAE	9-12	1-3	12670600*
Business Office Clerical VEI	7-12	1-3	13670400*
Accounting	10-12	1/2-1	03700600
Advanced Word Processing	10-12	1/2-1	03700200
Business Computer Applications I	10-12	1/2-1	03700400
Business Computer Programming I	10-12	1/2-1	03700500
Business Communications	10-12	1/2-1	03701200
Shorthand	10-12	1/2-1	03701600
Office Support Systems	10-12	1/2-1	11673000*
Microcomputer Applications	10-12	1/2-1	11673100*
Business Financial Applications	10-12	1/2-1	11673200*
Advanced Accounting	11-12	1/2-1	03700700
Advanced Shorthand	11-12	1/2-1	03701700
Business Law	11-12	1/2-1	03702100
Bus. Management & Ownership	11-12	1/2-1	03701500
Office Administrative Systems	11-12	1/2-1	03701400
Personal Finance	11-12	1/2-1	03701100
Economics	11-12	1/2	03310300
Business Information Processing	11-12	1-3	11672100*
Office Administrative Systems	11-12	1-3	11672000*
Business Computer Application I	11-12	1-3	11672200*
Business Computer Application II	11-12	1-3	11672300*
Business Computer Programming I	11-12	1-3	11672400*
Business Computer Programming II	11-12	1-3	11672500*

The 0370 are Business Education numbers and require Business Education certification. (0331 is Business Education and Social Studies) 1167, 1267, and 1367 are Office Education numbers; 1600 is Occupational Orientation and requires respective certification.

Grade levels are recommendations only for Business Education. Grade levels for Office Education are required by rule.

Asterisk indicates courses that receive weighted funding. Business Education courses with identical titles of Office Education courses must be reported under the Office Education number to receive the extra funding.

use federal dollars that have been allocated to a district for Career and Technology Education. Funding is determined by the biennium. This biennium is from 1993-1995. Changes cannot be made until the next biennium.

6. Under what numbers are the Business Education courses reported to PEIMS under?**7. Will courses and/or content duplication be eliminated? Will all business and office education courses be combined?**

Elimination of duplication is a goal. Curriculum review will be addressed by an ad hoc committee so that teacher input is maximized. The combining of some courses is already available, as in the case of Business Computer Applications, Business Computer Programming, Microcomputer Applications, and Office Administrative Systems. Others may be changed when duplication of content is examined. The curriculum for both business and office education will be evaluated in light of real world expectations and the newly recommended high school program. Discussion of changes will be held at the summer conference. Bring your suggestions!

8. Will the essential elements be rewritten?

All of the curriculum, including business and office education, will probably be rewritten as real world forum input, as expectations are incorporated into the curriculum. These expectations will be correlated along with SCANS needs for the work-place, in order to develop student competencies and tech-prep sequences.

Don't Forget

August 1-5, 1994

Attend the

Professional Improvement Conference

Loews Anatole, Dallas, Texas

Check your school mailbox

for registration information!

Call: (512) 463-9692 for Questions

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